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ABSTRACT

One hundred and eighty-two documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on social and psychological studies of minority children and youth. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International, dating from 1965 through 1973. The topics include psychological theories, tests and testing, race and prejudice, incentives, rewards and reinforcement, families and community attitudes and behavior, personality, self concept (preschool, primary, elementary, secondary,), locus of control, and personal problems. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

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# Social and Psychological Studies of Minority Children and Youth
## An Annotated Bibliography of Doctoral Dissertations

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## PREFACE

The ten years since the enactment of ESEA Title I in 1965 have provided a unique opportunity for anthropologists, sociologists, political scientists, educators, and others to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and students from low socioeconomic backgrounds. Not only did the law provide extensive funds for compensatory education and innovative programs, but it also mandated evaluation of these programs. This flood of new programs provided fertile grounds for doctoral dissertation research on the education of minority populations.

The ERIC/CUE* staff, believing that much could be learned about doctoral research itself, children, and educational programs, decided to attempt to provide comprehensive collections of doctoral dissertation abstracts in those areas of special interest to the Clearinghouse. This document is one in this series of publications entitled the ERIC/CUE Doctoral Research Series.

Both a computer search, using the Datrix system of University Microfilms, and a supplementary manual search were done on Dissertation Abstracts International from 1965 through 1973. The subject terms which were used are: black, Puerto Rican, Mexican American, inner city, ghetto, urban, slum, rural, Negro, American Indian, disadvantaged, desegregation, Spanish surname.

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*ERIC Clearinghouse on Urban Education; formerly known as the ERIC Information Retrieval Center on the Disadvantaged (ERIC/IRCD).

Over 700 abstracts were identified and sorted for the various bibliographies. Since indexing in Dissertation Abstracts International is based solely on words appearing in the titles, some relevant material may not have been uncovered in the search process.

The Clearinghouse would like to be informed of any appropriate dissertations, old or new, which do not appear in these bibliographies.

Dissertations are available in microfilm and paper copy from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. Order numbers have been provided for each dissertation at the end of the citation. Please contact University Microfilms for current prices. Dissertations also may frequently be borrowed on inter-library loan from sponsoring universities.

The abstracts in this bibliography have been organized under various topics. Within each topic, the abstracts are presented in order of year of completion. The abstracts have been cross-referenced in a subject index. Author and institution indexes have also been included.

In the interest of objectivity and comprehension, all appropriate dissertations have been included, even though they may present conflicting views, and do not necessarily represent the Clearinghouse's policy or position.

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Special Programs and Their Effects on Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. 121p. (ED Number to be announced).

School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations. p. (ED Number to be announced).

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Reproduction Service, P.O. Box 190, Arlington, Virgninia 22210. Order by ED number, stating desired quantity, type of reproduction (MF or HC) and enclosing payment. The prices quoted above include postage.

## Psychological Theories

1. Hay, Thomas Hamilton. Ojibwa Emotional Restraint and the Socialization Process. Michigan State University, 1968. 245p. 68-17,091

This study focuses on the motivation of the extreme restraint characteristic of the typical Ojibwa Indian and on the learning process through which motivation for this restraint is developed. Hypotheses derived from two different theories of the motivation of the restraint and from two different theories of the development of extreme restraint are tested in this study.

One of the theories of the motivation of restraint traces this restraint to an exaggerated fear of retaliation for openly aggressive behavior. The other theory traces restraint to an exaggerated fear of doing serious injury to others by openly aggressive behavior. The first of the theories of the development of restraint, derived from stimulus-response learning theory, attributes fear of retaliation for aggressive behavior to frequent punishment in childhood for behavior offensive to adults. The other theory, derived from cognitive learning theory, attributes exaggerated fear of doing serious injury to others to adult acquiescence in the offensive behavior of children.

Since the Ojibwa consider children incapable of effective retaliation against adults, but do not consider children to be immune from injury by adults, it was reasoned that these theories of the motivation of restraint could be tested through observation of adult reactions to the offensive behavior of children. The observations could also be used to test the learning theories when analyzed from the point of view of the experience of the child.

The two motivational theories were partially formalized in the expected value framework employed by some contemporary decision theorists. This formalization permitted deduction, from each theory, of quantitative estimates of the probable choices by adult Ojibwa of four different courses of action in a situation where the adult had been offended by a child. These formalizations also provided estimates of the frequencies of punishment or of acquiescence required by the learning theories.

The data to test the hypotheses derived from these theories was gathered through observations of the interaction of adults and children in nine Ojibwa households at Lac du Flambeau, Wisconsin and four Ojibwa households at Berens River, Manitoba. These households can not be taken to be representative of the populations at either place. The sample is definitely biased toward the more culturally conservative families. The number of observations recorded was sufficient to permit tests (with the Kolmogorov-Smirnov test of goodness of fit) for twenty-nine adults of the hypothesis derived from the motivational theories. The binomial test of goodness of fit was used to test the learning hypotheses for thirty-two children.

The theory that Ojibwa restraint is motivated by fear of retaliation is not supported by the data. It implies that Ojibwa adults should

punish offending children with high relative frequency. This hypothesis could be rejected at the .01 level for twenty-seven of twenty-nine adults.

The theory that Ojibwa restraint is motivated by fear of doing serious injury to others is neither clearly supported nor contradicted by the data. There is, however, reason to believe that minor modifications of this theory would lead to deduction consistent with the data.

The theory that fear of retaliation is learned through punishment in childhood is unsupported by the data -- as might be expected from the results for the theory that restraint is motivated by fear of retaliation.

Finally, the theory that exaggerated fear of injuring others is due to parental acquiescence in the offensive behavior of children can be rejected for only two of thirty-two children.

2. Hruska, Jack Leroy. An Analysis of Paul Goodman's Conception of the Nature of Man as a Perspective on His Educational Proposals: A Study in the Philosophical Foundations of Radical Educational Thought. Michigan State University, 1969. 230p. 70-9564.

Goodman is a naturalist. His prime referent is always that of the organic person. He urges us to construct a society which will maximize the growth, and concomitantly the happiness of man. As human nature is not infinitely malleable the environment ought to be structured to man's nature so as to be responsive with his growth needs. It is Goodman's criticism that society in general, and the educational establishment in particular, has taken the position that human nature is secondary and is derived from culture. People are expected to adjust to institutions, to systems, to culture. Goodman argues, however, that man as man, has basic needs that must be satisfied if the organism is to grow and remain healthy, and, further, that many of these needs are incompatible with the demands of mid-twentieth century institutions and social norms.

The purpose of this study is to examine Paul Goodman's concept of human nature and to demonstrate how his educational recommendations and proposals stem from that concept.

Goodman's fundamental postulate is that man is a pleasure seeking self-regulating animal. Nor is it enough that man can be self-regulating, but if he is to grow and achieve happiness he must be self-regulating. This position emanates from Goodman's social psychology coupled with his humanistic posture on the desirability of individual growth. Goodman views man as social by nature. Subsequently self-regulating individuals, if educated and uncoerced by external control, will form a cooperative society maximizing the growth and pleasure of all. Goodman's insistance on freedom from authority and his belief that happiness is found in worthwhile activities mark him as a communitarian-anarchist.

Goodman defends his self-regulating theory by illustrating that man has a hierarchy of values in that growth needs arise spontaneously. When a lower need - e.g. food, sleep - is satisfied, a higher need - e.g. creativity, curiosity - will spontaneously arise and clamor for attention. Growth occurs when the organism asserts its natural aggression

in order to assimilate what it finds interesting in the environment. Crucial to Goodman's educational proposals is that the organism can give full attention only to what it finds spontaneously or naturally interesting. In order to assimilate, the organism must destructure the novel into assimilable elements and take them on so they become at one with the organism. This process is applicable to both physiological processes and mental processes.

Growth, then, is the process of spontaneous interest, aggression, and assimilation. Maximum growth requires all three. Goodman's primary criticism as a social critic is that society is structured so as to maximize the growth and security of institutions and not people. That is, man has natural limits to what he can comprehend, destructure, and assimilate. If the institutions in his environment become too large or too complicated man withdraws, becomes hostile, and initiates stupid reaction-formations - e.g. war, guilt, mis-directed aggression. Therefore, institutions ought to be structured so they are in human scale - i.e. small, flexible, decentralized, so as to admit of individual interests and individual aggression.

Goodman's educational proposals are a natural outgrowth of this social psychology. His emphasis is on spontaneous interest and the freedom to act on that interest. Therefore, he urges us toward decentralized, flexible, autonomous unit whether they be elementary schools or universities. Being highly critical of the established educational authorities he champions the use of what are now considered non-educational activities as alternatives for the academic schooling now expected of all. He believes that a majority of the youth can be better educated by social work, travel, operating small theaters and newspapers, working on farms, beautifying small towns, or any number of socially meaningful activities that are spontaneously interesting and admit of learning experiences.

3. Weithorn, Howard Barry. The Functional Aspects of Adlerian Constructs in Understanding and Assisting Disadvantaged Children. University of Southern California, 1969. 626p. Adviser: Professor Ofman. 70-8547.

The problem was to demonstrate that the Individual Psychology of Alfred Adler provides a framework whereby one can better understand and abrogate the problems which disadvantaged children present to American education. It was also the purpose of this study to present a model of this framework for use by those involved in the process of educating the disadvantaged child.

The findings of this dissertation led to the following conclusions: 1 - Adlerian concepts and methodology address the major issues relating to disadvantaged children; 2 - Adlerian educational and psychotherapeutic methods are effective in enabling disadvantaged children to succeed in

school as well as to lead more creative and useful lives; 3 - With sufficient training, teachers could become the main professional source of education and remediction for disadvantaged children; 4 - Because of the emphasis on cooperation which is inherent in Adlerian methodology, improved relations between students and teachers would result; 5 - Since Adlerian methodology involves the mutual cooperation of the schools, parents, and other sectors of the community, closer affective ties could result between these divergent parties; 6 - The application of Adlerian methodology would facilitate the teaching of subject matter; 7 - If Adlerian techniques were adopted by schools, there would be a reduction in negative attitudes towards schools and teachers; 8 - The Teacher Corps program at the University of Southern California has objectives and methodology which exemplify many Adlerian concepts.

Recommendations. 1 - It is recommended that a program be institute with the trainers of teachers, and eventually the teachers of disadvantaged youth to learn the concepts and methodology of Individual Psychology; 2 - It is recommended that exemplary teacher-education programs, such as Teacher Corps, should base their training on the Individual Psychology framework; 3 - It is recommended that public schools with disadvantaged populations adopt the Adlerian framework as the basis for their educational program at the school level; 4 - It is recommended that research studies should be conducted to attempt to identify any additional educational techniques emanating from the Individual Psychology framework. These techniques should then be validated with the goal of providing teachers with a greater repertoire of Adlerian methodology.

4. Dempsey, Sister Maria Petra. A Comparative Study of the Developmental Quotients of the 30-36-Months-Old Negro and Indian Child as Measured by the Gesell Schedules. The Florida State University, 1970. 81p. 71-13,493.

An experimental study of the Developmental Quotients of the 30-36-months-old Negro and Indian child from the metro and rural areas of Arizona, Florida, Louisiana, and New Mexico was carried out within the framework of the Gesell Schedules. This instrument measured the total development as well as its composites of motor, adaptive, language and personal-social behavior.

The subject for the study were 80 children (40 Negroes and 40 American Indians). The average age of the entire group was 32 months. The sexes were evenly divided allowing 10 boys and 10 girls from each ethnic group to be represented in the geographical areas.

Each subject was tested individually in an examination which lasted ten to fifteen minutes depending upon the cooperation of the child.

The following types of behavior were recorded; (1) the child's postural adjustments; (2) his oculo-motor control; (3) his visual and auditory perceptiveness; (4) his coordination of eyes and hands; (5) his prehension, manipulation and exploitiveness; (6) his social awareness and communications; (7) the range and pattern of his attention; (8) his general adaptivity, alertness and competence to meet the total sequence of the test.

The investigator utilized a triple classification factorial experimental design to investigate the three variables of ethnicity, geographical location and sex. A total developmental mean was derived for each experimental group and the data analyzed.

The results revealed no significant main effects of the three variables considered . Evidence of a joint effect was shown in a significant interaction between geographical location and sex in Total Development.

Analysis of the data from the specific areas indicated no main effects in any of these areas. Significant interactions occurred as follows: adaptive behavior ethnic group and geographical location; between geographical location and sex. In language behavior the interaction occurred between geographical location and sex. In personal-social behavior the interaction again occurred between geographical location and sex.

The results were interpreted in the light of the consideration that many variables were not controlled. The conclusions were: (1) No significant differences were found among the ethnic, geographic, or sex groups in Total Developmental Quotient or in specific areas; therefore, failure to reject Hypotheses 1,2,3, and 4 was warranted by the data; (2) The Negro and the Indian child compared favorably with the norm of the Gesell Schedules in all areas; (3) Apparent weaknesses, although not significant, were found in the adaptive and language behaviors of both ethnic groups, geographical location groups and sex groups; (4) The Negro and Indian child showed a precocity in personal-social behavior at the average age of 32 months.

The need for more research in this area is evident.

5. Gabet, Yvonne Helen Yadon. Birth Order and Achievement in Anglo, Mexican-American, and Black Americans. The University of Texas at Austin, 1971. 73p. Adviser: Ira Iscoe. 72-19,587.

The major purpose of this study was to determine whether the "birth order effect" of higher achievement of first-born compared with second-born, found in Anglo families, was evident in Mexican-American and in Black American families.

The subjects for this research were 130 sibling pairs of students in an urban school system. The demographic data and achievement measures were available in the cumulative records of the students. Grade-equivalent scores on the Iowa Tests of Basic Skills administered in the fourth grade were used as a measure of achievement.

A 3 x 4 x 2 analysis of variance compared achievement test scores of first-born males and females with the same opposite sexed second-born siblings in three ethnic groups, Anglo, Mexican-American, and Black American. An interaction of ethnicity, sex and sex of sibling, and birth order was significant ($p < .002$). The "birth order effect" was evident in the significantly higher achievement of first-born Anglo females when compared with siblings of either sex ($p < .01$). The reverse was found for first-born Anglo males when compared with males siblings ($p < .01$), Mexican-American female first-born scored significantly higher than male sibs ($p < .01$), and Black female first-born scored significantly higher than female siblings ($p < .05$). Differences between other sibling pairs were not significant.

It is suggested that the inconsistency of the results may be explained in terms of cultural differences in the social roles of each sex. The interaction of ordinal position and sex supports MacDonald's theory of different levels of socialization.

6. Hilliard, Everett Leslie. A Comparative Study of the Cognitive Development of Disadvantaged First Grade Pupils as Measured by Selected Piagetian Tasks. University of Southern California, 1972. 162p. Adviser: Professor Smart. 72-26,021.

The purpose of the study was to test the effects of an experimental method of instruction, using Piaget's experiments as criterion measures, upon the cognitive development of disadvantaged first grade youngsters.

The work of Jean Piaget (and the Geneva School) concerning cognitive development was used as the theoretical basis of this study. Those notions regarding the development of intelligence, equilibration, and conservation were of particular importance to this study.

The sample consisted of thirty-eight first grade pupils, primarily of Mexican-American background, from low income or welfare homes. The children in the sample were part of a larger group of children who, through criteria set by the U.S. Office of Education, had been identified as participants in Title I programs in three schools in the Ontario-Montclair School District. Selection of the students was dones by randomly assigning those already-identified students in any one classroom to the experimental or control group.

The experimental treatment consisted of a six-week program of thirty minute daily lessons. Trained teacher aides, working under the close supervision of the researcher, administered the experimental program. At the same time another set of teacher aides, also working under close supervision, helped the children in the control groups, giving them the same amount of time in a traditional arithmetic program. The experimental program consisted of lessons involving activities such as pouring, measuring, seriating, weighing, balancing, sorting, grouping and regrouping. The emphasis was upon manipulating and classifying materials, upon developing language and concepts relating to number, size, weight, and length, and upon developing an awareness of reversibility in relation to many different kinds of transformations.

The three Piaget experiments used as criterion measures were chosen because of their relatedness to the content of the experimental program as well as their appropriateness for children in the age range of the sample used in this study. The results of these experiments and the standardized readiness test were statistically treated using nonparametric statistical tests. The .05 level was set for rejection of the null hypotheses.

No posttest differences were found to be significant for any measure. Pretest differences, also not significant, indicated the groups to be equivalent at the beginning of the year on the measures used.

The fact that there were no significant differences found between the medians of the groups or between the numbers of children in either experimental or control group who were at the various stages of conservation is not inconsistent with Piaget's theory and research. However, the findings did not explain so much as they raised further questions: (1) Would there have been a significant difference in the acquisition of conservation if the experimental group had received the program for a full year? (2) Would the experimental treatment have been more effective if the children had been one year older?

The performance of the majority of both experimental and control subjects on the Piaget experiments leaves deep reservations as to the real understanding these children gain from a traditional first grade curriculum which is primarily language and printed-symbol oriented.

7. Lawhon, Delbert Allen. A Study of the Use of Concrete and Abstract Stimuli in the Development of Perceptual Abilities of Disadvantaged Five Year Old Children. West Virginia University, 1972. 76p. 72-26,848.

It was the purpose of this investigation to study the use of concrete and abstract stimuli in the development of perceptual abilities of disadvantaged five year old children. Hypotheses to be tested were (1) that subjects who were presented a curriculum of concrete stimuli initially and progressing to stimuli of abstraction would have greater perceptual development than those subjects who were presented a curriculum of abstract stimuli, and (2) that subjects receiving curricula of concrete and abstract stimuli would have greater perceptual development than subjects serving as the Control Group.

Subjects (N=44) were enrolled in Head Start and received the Developmental Test of Visual Perception both pre and post. Subjects enrolled in the Arthurdale Head Start Center served as the Control Group, receiving no perceptual training. Subjects enrolled in the Tioga Head Start Center received perceptual training utilizing concrete stimuli found in the subjects' environment. Subjects receiving training utilizing abstract stimuli were enrolled in the Richwood Head Start Center.

The duration of the investigation was one month (twenty days). Analysis of data revealed support for Hypothesis #1 when overall perceptual development was considered. No support was found for Hypothesis #2. Analysis of the subtests data revealed no support for Hypotheses #1 or #2, except subtest 5, Spatial Relationships, which supported Hypothesis #1.

8. Summerlin, Curtis Glen. An Analysis of Occurrence and Intensity of Masiovian Needs of Disadvantaged and Non-Disadvantaged Students. Mississippi State University, 1972. 127p. Adviser: Joe Maddus Blackbourn, Sr. 72-25,986.

The purpose of the study was to identify, compare, and analyze the needs of disadvantaged and non-disadvantaged subjects in the sixth grade, ninth grade, and twelfth grade in selected public schools in Mississippi.

The Need Assessment Scale was administered to 600 disadvantaged and non-disadvantaged subjects in grade six, nine, and twelve in selected school districts. Data obtained from the subjects were classified according to grade levels and disadvantaged and non-disadvantaged subject categories.

Intergroup comparisons were made utilizing analysis of variance in each sub-scale of the Need Assessment Scale. A Scheffe posteriori comparison was made when a significant F-value was obtained. Intragroup comparisons were made utilizing t-tests for each sub-scale of the Need Assessment Scale.

In grade six significant t-values were obtained in the following sub-scales. On sub-scale Physiological-Occurrence disadvantaged subjects experienced these needs more often. On sub-scale Love and Belongingness-Occurrence, non-disadvantaged subjects experienced the needs more often. The intensity sub-scales did not yield any significant t-values.

In grade nine significant t-values were obtained on sub-scale Physiological-Occurrence, disadvantaged subjects experienced these needs more frequently. On sub-scale Love and Belongingness-Occurrence non-disadvantaged subjects experienced these needs more often. On the Esteem-Occurrence sub-scale, non-disadvantaged subjects experienced a more frequent occurrence of these needs. The intensity sub-scales did not yeild any significant t-values.

In grade twelve significant t-values were obtained on sub-scale Physiological-Occurrence, disadvantaged subjects experienced these needs more often. On the Love and Belongingness-Occurrence sub-scale, non-disadvantaged subjects experienced these needs more often. The Esteem-Occurrence t-value indicated that non-disadvantaged subjects experienced these needs more frequently. The intensity sub-scales did not yield any significant t-values.

The intergroup analysis of variance resulted in a number of significant F-values. Disadvantaged subjects differed significantly in the grade levels investigated on sub-scales Physiological-Occurrence and Esteem-Occurrence of the Need Assessment Scale.

Non-disadvantaged subjects in the grade levels investigated were found to differ significantly on sub-scales, Physiological Occurrence, Love and Belongingness-Occurrence, and Esteem-Occurrence of the Need Assessment Scale.

Conclusions

(1) Significant differences were found to exist between disadvantaged subjects and non-disadvantaged subjects on the Need Assessment Scale in grade six. Disadvantaged subjects were found to function at a lower level in Maslow's hierarchy of needs than non-disadvantaged subjects.

(2) Significant differences were found to exist between disadvanted subjects and non-disadvantaged subjects on the Needs Assessment Scale in grade nine. Disadvantaged subjects were found to function at a lower level in Maslow's hierarchy of needs than non-disadvantaged subjects.

(3) Significant differences were found to exist between disadvantaged subjects and non-disadvantaged subjects in grade twelve. Disadvantagea subjects were found to function at a lower level in Maslow's hierarchy of needs than non-disadvantaged subjects.

(4) Significant difference was found to exist within the disadvantaged subject categories when comparisons were made between grade six, grade nine, and grade twelve. Significant F-values were obtained on sub-scale Physiological-Occurrence and Esteem-Occurrence of the Need Assessment Scale.

(5) Significant difference was found to exist within the non-disadvantaged subject categories when comparisons were made between grade six, grade nine, and grade twelve. Significant F-values were obtained on sub-scale Physiological-Occurrence, Love and Belongingness-Occurrence, and Esteem-Occurrence of the Need Assessment Scale.

## Tests and Testing

9. Skore, Marvin Leonard. The Use of the Bender Gestalt in Assessing Latent Intellectual Ability of Culturally Disadvantaged Children. Wayne State University, 1968. 79p. Adviser: Juanita Collier. 71-2974.

This study has dealt with problems created by using the standardized intelligence test for assessing the mental ability of disadvantaged children. Test results are perceived by many lay and professional people as reflecting the true intellectual ability of the child. These children are subsequently treated in accordance with the IQ category in which they are placed. It has, however, been established that the customarily used IQ tests are rather poor poor predictors of the mental potential of the children in question.

In this study an attempt was made to determine whether or not a relationship exists between visual motor ability as assessed with the Bender Gestalt and improved mental ability as assessed with the CTMM (California Test of Mental Maturity).

The reason for using the Bender to ascertain intellectual potential was that previously a relationship has been shown to exist between visual-motor perception and functions associated with the intelligence of children. Since an added advantage in using the Bender is related to the fact that this test is less influenced by cultural factors, it can be assumed that the probability of the Bender cutting through the barriers erected by cultural deprivation is greatly increased. Thus the Bender score seems less affected

by those experiences which militate against the full expression of intellectual ability than are traditional tests of intelligence.

The research instruments used in the acquisition of data in this study included the California Test of Mental Maturity (short form) and the Bender Gestalt Test of Visual Motor Ability.

The children in the sample, 71 in number, were each given the CTMM in order to assess their level of mental functioning. The Bender Gestalt was also administered in an attempt to assess visual-motor ability.

It should be pointed out that the children in the research sample were part of a federally sponsored program in the city of Highland Park, Michigan, the purpose of which was to assess the effectiveness of psychoeducational procedures in working with emotionally handicapped, inner city children and their siblings.

Approximately two and one half years after the initiation of the project the subjects were retested. The goal of this examination was to determine if a relationship existed between the subject's visual-motor ability and intellectual improvements. Intellectual improvement was defined as an IQ increase of six points or more between testing periods one and two. The six point criterion was determined by the existing standard error of the CTMM which is five IQ points.

The tested difference in IQ was categorized as improved or not improved. The results were then analyzed in relation to the subject's Bender performance. It was the initial Bender performance that was held constant while change in IQ performance was measured.

The Bender productions of each child were scored using the Koppitz method. An average score for each age (age range, 6-1) was determined. Whether one's Bender performance was placed in the "good" or "poor" category was determined by whether they were above or below the mean for their particular age group.

A reliability check for the scoring of Bender productions was accomplished by determining the reliability coefficient which emerged from the independent scoring of each Bender performance by two psychologists (the investigator and one of his colleagues) both having had experience with the Koppitz method of scoring.

Research Hypotheses and Statistical Design

Hypothesis I: There will be a significant relationship between the number of those children having "good" Benders and the number of children showing "improved" IQ scores within the total sample.

The relationship between the quality of produced Bender designs and IQ improvement was determined by a chi square analysis. IQ improvement was defined as a six point or more improvement in the CTMM IQ score between pre and post test results.

Hypothesis II: Those children in the experimental group who did better on the Bender will show greater improvement between pre and post test IQ scores than those children in the control group who had good Benders.

The difference in IQ gains between experimental and control subjects having good Benders was determined by an analysis of variance design.

Hypothesis III: There will be no significant difference in intellectual improvement between Negro and white subjects who score better on the Bender.

The difference, if any, in IQ gains between Negro and white subjects having good Benders was determined by an analysis of variance design.

A hypothesis was later added in an attempt to control for the degree of deprivation. It was hypothesized that there would be a significantly greater IQ gain with the children placed in the "most deprived" group than those placed in the "least deprived" group (both groups having good Benders). The analysis of variance design was again used to determine whether or not this difference was significant.

## Findings

Based upon the evidence which emerged in this research, it was concluded that a relationship exists between visual-motor ability, as assessed with the Bender and IQ improvement, as assessed with the CTMM when dealing with culturally and emotionally handicapped children. Based upon the existing significant relationship, predictions can be made regarding the potential for IQ improvement which exists in children, based upon visual motor skills. However, there is no evidence to indicate the degree of improvement which will exist when making these predictions. It was also demonstrated that a greater number of students in the special education classes (who had better Benders) exhibited greater intellectual improvement than those in the control group (with better Benders) who did not have the benefit of the special education class. The relationship between the experimental variables in the control group, though insignificant, was close enough to generate considerably more thought regarding the problem.

In regard to the second hypothesis, which states that the gains in the experimental group (good Bender) will be greater than gains in the control group (good Bender), it was concluded that the hypothesized difference did not exist. The results, again, were insignificant when an attempt was made to find differences based on race or level of deprivation. It seems important, however, to point out the fact that in each of the rejected hypotheses, the direction of the data was consistent with that of the hypothesis. This trend, if further investigated, could conceivably lead to relationships which were not found in this study. It can only be concluded at this time that the results relating to the latter two hypotheses are inconclusive.

10. Sperling, Leo. The Effect of Differential Test Environment on Group Testing Scores of Disadvantaged Students. The University of Connecticut, 1970. 86p. 70-15,555.

A myriad of factors, other than instructional or intellectual variables, have been found to affect the scores on achievement tests. An accurate estimate of a student's achievement status requires a maximum reduction of the impact these intervening factors may have.

The effect on achievement scores of one aspect of the test environment was investigated in this study, namely, the 'tone' of the test administration as established by the wording and contents of the introduction and instruction preceding the test work. It was hypothesized that the use of a professionally sound and 'affective' test administration would result in higher scores than a perfunctory and somewhat less sensitive approach would produce.

Approximately 316 disadvantaged and 99 non-disadvantaged, and randomly selected seventh-graders in the same school system in an eastern and urban community participated in the study. In a random but alternating manner an "affective" and "non-affective" method of test administration was used with an approximately equal number of the test population. The wordings of both administrations were submitted to a panel of professional test administrators for modification and were judged realistic by consensus in that either one could be found in use in many school systems.

No test administration was used in the usual sense; that is, the wording and instructions for both methods were recorded on tape by a school psychologist, and presented in that form to the students. It was assumed that this would eliminate or mitigate many of the administrator's variables such as diction, personality, appearance, and race. The experimental test instrument selected was a non-language arithmetic test (containing the four basic areas), which had a broad difficulty level range. It was hoped that this would lessen the influence of the 'failure set' phenomenon which sometimes impedes performance among low achieving students, that is, if the initial tasks present difficulties, the student may not attempt to solve any other problems. For the purpose of handling the data statistically, both populations were divided into three ability groups on the basis of achievement scores from previously administered achievement tests. Correlations and analyses of variance were computed .

The "affective" test administration resulted in significantly higher scores for all three ability levels in the disadvantaged group. No significant difference between the two test approaches was found in the non-disadvantaged group In comparing disadvantaged and non-disadvantaged white students in the study population it was found that differences in achievement between socioeconomic groups is not confined to any racial group. However, an analysis of the disadvantaged white group indicates that treatment did not have a differential effect within this group, suggesting that the effect of treatment in the disadvantaged group as a whole was a function of the non-white segment

of the participating population. Apparently, the effect of the "tone" of the test administration takes on a special importance when working with disadvantaged non-whites.

11. Armstrong, Roy Anthony. Test Bias from the Non-Anglo Viewpoint: A Critical Evaluation of Intelligence Test Items by Members of Three Cultural Minorities. The University of Arizona, 1972. 163p. Advisers: Richard W. Coan and Shitala P. Mishra. 72-25,504.

It is widely accepted that every intelligence test currently in use is biased against the non-Anglo minorities. There have been several attempts to develop tests for cross-cultural applications but today no true "culture-free" or "culture fair" test actually exists.

Prior research efforts in the area of test bias were attempts to approach the problem from the standpoint of the Anglo test-maker, not from the standpoint of the cultural minority who are the test-takers. The study reported here is unique in that it sought to explore the nature of the problem of bias from the viewpoint of the cultural/ethnic groups against whom the bias was acting. Instead of operating upon the subject experimentally, the reported research project employed its respondents in a critical evaluation of different types of test items, the study provides valuable new insight into the ways in which cultural differences influence intelligence test results.

In the reported study, members of three cultural minorities, recruited from several Arizona communities, were asked to respond to a set of item-types similar to the types of items found on the various standardized intelligence tests. After having responded to several samples of each of the various types of test items, the respondents, as representatives of a particular cultural/ethnic group, were asked to evaluate each type of test item with regard to its fairness or appropriateness for their particular minority. For comparison purposes, a small group of middle-class Anglos were asked to respond to the same set of item-types and to evaluate each in terms of its bias against non-Anglos.

From the collected rating sheets, overall group ratings for each minority group were established for each item-type. The estimate of reliability of ratings for individual groups was .68; for the ratings of the three groups taken together, it was .86. The item-types judged to be highly biased against each particular minority, and the item-types judged to be of low bias, were analyzed. Even though the three minority groups differed significantly in their rating patterns, there was an appreciable amount of overlap in the item-types rated Low; fourteen item-types were judged to be of low bias by all three groups. Conceivably, such common item-types might serve as the basis for the later development of a cross-cultural test.

To evaluate the degree of sex bias operating in the rating process, the individual rating sheets were divided on a Male and Female basis; High and Low ratings for each item-type were compared. Sex bias was found to be insignificant at all levels.

Comparison of Anglo and Non-Anglo ratings of the different types of items showed only a limited amount of agreement between the two groups. Depending upon the model used, agreement ranged from 51.6% to 31% for the Lows and from 36.3% to 27.2% for the Highs. It was felt that this finding tends to support the underlying premise of the study, that persons of one culture find it extremely difficult to judge bias against another culture.

Respondents from each minority were asked to introspect about the nature of the high-bias types of items and determine what it was about these item-types that made them biased against their particular culture. Their comments generally agree with the test criticisms found in the literature on cross-cultural testing, e.g., the items required a high degree of verbal facility, or contained material inappropriate to the group's background, or tapped skills not generally taught by a particular culture, etc.

In the concluding discussion, it was hypothesized that a research project based on the results of this exploratory study might lead to the development of a new test, one which might be more appropriate to diverse cultural groups. The various steps involved in the development of such a cross-cultural test were briefly discussed. It was felt that a test of this nature has important applications to the American ethos, which stresses equal opportunity of education for people of all cultures.

12. Barnebey, Norma Saxe. The Study of the Effect of the Race of Examiner on the Test Performance of Negro and White Children. The Ohio State University, 1972. 181p. Adviser: Professor Charles B. Huelsman, Jr. 72-26,971.

The present study sought to investigate the effect of examiner race on the intelligence test performance of Negro and white elementary school children. Analysis of the findings of the research based on the racial examiner effects on intelligence test scores of Negro and white children has suggested that white examiners may have some deleterious effect on Negro subjects' scores. The paucity of studies which have systematically examined the effects of white and Negro examiners in interaction with white and Negro subjects has been viewed by researchers as indicative of the need for additional investigation in the area before definitive statements may be applicable to the larger population.

It was hypothesized that the race of the examiner influences the responses of the subjects to psychological tests. It was presumed that the interaction effect would be such that the examiners and subjects of the same race would score higher than the examiners and subjects of different races on all tests.

A 2 x 2 x 2 factorial experiment was conducted with two levels of examiner race (Negro and white), two levels of subject race (Negro and white), and two levels of test administration (test-retest). Two tests and a four item behavior scale representing different stimulus materials were

administered individually to 40 Negro and to 40 white third grade children from two integrated elementary schools by 20 examiners, 10 Negro and 10 white. Each examiner administered the tests (PPVT, Coding B subtest of the WISC, and a Behavior Rating Scale) to four subjects, two Negro and two white, in each of two administrations.

A separate analysis of variance was calculated for the scores derived from the tests and rating scale to test the hypothesis. The findings indicated that the race of the examiner did not influence the responses obtained from Negro and white subjects to psychological tests. However, one finding (on the Coding test) revealed that examiners assigned significantly higher scores to the subjects on the second test administration. This was attributed to a practice effect. Analysis of the data from the PPVT revealed a significant examiner race x subject x blocks of test administration effect. The nature of the interaction indicated that responses obtained from white subjects by Negro examiners showed more variance from the first to the second test administration. Negro examiners obtained a higher score on the second test administration for white subjects.

Explanation for the significant interaction included the possibility that examiners may not have followed the standard instructions and may have relaxed their reinforcement schedules on the second test administration to white subjects only.

The results of the behavior ratings also failed to support the hypothesis. There was no difference between the ratings of the same children assigned by different examiners which might indicate that examiners were influenced by attitudinal predispositions.

The implication of the findings from this study included: (1) The evidence from the present study is contradictory to the findings of other research and to the popular belief which suggested that white examiners may have a negative influence on intelligence test performance of Negro children. (2) It was suggested that investigators should look for confounding factors which may contribute to the variances in test scores other than the racial characteristic of the examiner. (3) A limitation of the study was that the examiners were naive, non-professionally trained females. Professionally trained male and female examiners usually test the children in the public schools. This factor limits the generalizability of the findings of this study.

13. Dinmore, Grant Courtney. Developmental Bender Gestalt Performance as a Function of Educational Setting and Sex of Young Negro Schoolchildren. University of Pennsylvania, 1972. 102p. Adviser: Bartell W. Cardon. 73-13,393.

Valid test interpretation requires a knowledge of the test performance characteristics of the reference group to which an examinee belongs. The Bender Gestalt Test scored with the Koppitz Developmental Bender Scoring System for Young Children has been demonstrated to be of value for a variety of screening, predictive, and diagnostic purposes with children in the elementary grades. It is not known, however, whether the Koppitz scored Bender can be used with the same level of predictive validity and confidence of interpretation for young Negro schoolchildren whose test performance characteristics have not been fully studied.

Differences in SES level are clearly reflected in Bender performance. Evidence of the influence of racial, cultural, or sex variables is equivocal. The purpose of this study was to investigate the relationship of educational setting (a general index of group SES) and sex to developmental performance on the Bender by Negro children in grades K through 4.

An educationally deprived setting was defined as a school receiving substantial funding for compensatory educational programs under the provisions of ESEA Title I. An educationally adequate setting was a school in which such supportive finding was neither received nor considered necessary for the educational enhancement of the children attending that school. In addition to the setting and sex variables, a grade level variable was introduced to control for the effect of perceptual maturation on Bender performance in the age group studied.

It was hypothesized that: 1) Bender performance differs according to educational setting; children from adequate settings have lower Koppitz scores (i.e., make fewer errors in reproducing the Bender figures) than children from deprived settings. 2) Bender performance of boys and girls does not differ when educational setting is controlled. 3) Bender performance differs between boys and girls from deprived settings; boys make fewer performance errors than girls.

The Bender Gestalt Test was given to 10 boys and 10 girls who were randomly selected from each grade, K through 4, in two public schools each respectively fulfilling the criteria for a deprived and an adequate setting ($N = 200$). Protocols were scored "blindly," without knowledge of sex or setting, according to the Koppitz Developmental Bender Scoring System. High inter-scorer reliabilities were found ($r = .97, .95, .93$) for three scorers on 30 randomly selected protocols. A high coefficient of agreement among scorers (Robinson's $A = .95$) was also found. Results were obtained through analysis of variance using a $2 \times 2 \times 5$ factorial design. Whenever possible, a further analysis of significant factors was made using Scheffe's test of multiple comparisons.

It was found that 1) Bender performance differed according to educational setting; children from the adequate setting made significantly fewer errors than children from the deprived setting. 2) When setting was controlled, boys and girls did not differ in Bender performance. 3) Within the deprived setting, boys and girls did not differ in Bender performance. 4) In both the deprived and the adequate settings a significant sex difference occurred at the Kindergarten level; girls made fewer errors than boys. 5) The only significant performance difference between grade levels occurred between the Kindergarten and the first grade.

In general, the results obtained in this study were in keeping with those found in Bender Gestalt studies reporting SES and sex comparisons, and developmental patterns. It was conjectured that if unique Negro subcultural patterns in child rearing and male-female role expectations existed within the SES group in which the children from the deprived setting lived, these might contribute to visual motor perception development differences favoring boys. Such influences, if present, were not evident in Bender performance. Replication of this study was recommended using larger samples and cross-racial comparisons to determine if the sex differences found at the Kindergarten level are a performance characteristic of Negro subjects. If this difference is substantiated, the predictive and screening applications of the Koppitz scored Bender would need to be reevaluated for use with Negro students from different educational settings.

14. Furth, Jean Douglas. Adaptation of Quick Test of Intelligence for Use in Urban Elementary Schools. Case Western Reserve University, 1972. 211p. 73-6299.

Beginning with the premise that intelligence testing of school children is an altogether valid and defensible procedure under the existing structure of public education in the United States, the present study sought to ease the laboriousness of testing sessions for both children and psychologists by norming Ammons & Ammons' Quick Test (QT) and providing it with deviation IQ and mental age tables. Additionally, the study investigated the ability of the QT and two other intelligence tests, the Stanford-Binet (Form L-M) and the Kuhlmann-Anderson, Seventh Edition, to predict scholastic achievement as measured by the Comprehensive Tests of Basic Skills.

The QT was selected for intensive and extensive study because vocabulary has been shown to measure general intelligence rather than special (verbal) ability; because the need for a quick and valid method of estimating a child's range of mental function is pressing for the school psychologist, who frequently retests children in special education programs; and because the QT was lacking in both the scores and standardization required for its use in large metropolitan school districts.

The sample was drawn from the population of 150,000 children enrolled in Cleveland public schools during the 1970-71 school year. In order to reflect accurately the existing proportion of 56% black, and 43% white, pupils, the sample was stratified, with schools drawn at random from each of the strata. This also accomplished socio-economic control. Four intact classes from each of twenty-four elementary schools, grades one through six, provided a total of 779 children, each of whom was administered all three forms of the QT in an individual session with a psychologist. School records furnished S-B and K-A IQs, and raw scores for five subtests (three mathematical and two reading) of the CTBS.

Following the formulation of the IQ and mental age tables, which were based on raw scores from Forms 1 + 2 + 3, correlation and stepwise multiple regression procedures were applied. Analysis of the data permitted the conclusion that S-B and QT IQs can be used interchangeably. Among the other results of the study were the following (1) means and standard deviations for the urban norming group were consistently lower than those published for the original standardization group, which included no blacks and disclaimed the need for geographical control; (2) classrooms in various parts of the city revealed widely divergent levels of mental function; (3) there was a significant difference in the QT performances of blacks and whites, and males and females; (4) it is necessary to partial out the effect of chronological age before the true extent of correlation between the CTBS and IQ can be seen; and (5) intelligence, as measured by IQ tests, has limited usefulness in prediction of academic success, as measured by the CTBS. While 73% of the variance of a CTBS reading subtest is explained by the variances of three intelligence tests, plus chronological age, the prediction potential drops sharply to 15% for mathematical computation. The possibility that the CTBS, a new test, may not measure what a child has been taught or what he has learned, was suggested.

15. Luddeke, Nancy Spindler. The Effects of Motivational Programs on Standardized Achievement Test Performance of Disadvantaged Third Graders at Two Levels of Test Difficulty. University of Cincinnati, 1972. 76p. Adviser: Dr. Alfred D. Garvin. 72-31,925.

The problem common to disadvantaged pupils is a cumulative regression in standardized test results over their school years. Considering that repeated suggestion has been made that disadvantaged pupils require pretest preparation in a positive school atmosphere, it was hypothesized that third grade disadvantaged pupils receiving a pre-test motivational presentation (PMP) would have higher scores only if they received an easy form of an achievement test. Further, if they received a PMP before a grade level test their scores would not improve, but would in fact be the same as pupils who received no preparation at all. It was also hypothesized that there would be no difference between a taped PMP given by the classroom teacher. These hypotheses were tested on 273 third graders from six ESEA

target schools in the Cincinnati Public School System. The studies were conducted using two difficulty levels of the Cooperative Primary Test Batter (CPT), Form I designed for grades I and 2, Form II designed for grades 2 and 3. Since scores made on these two different forms are not readily comparable the classrooms involved within each test form were treated as separate experiments rather than pooling all in a factorial design. For each test difficulty level a one-way analysis of covariance (ANOCOVA) was applied to the standard scores of each of the four subtests of the criterion measure using the scores from the corresponding previous years CPT and Kuhlman-Anderson scores as covariables. Within each test difficulty level there were two independent versions of the PMP, a teacher narrated slide presentation (TSP), a sound slide presentation with taped narrative (SSP) and a control condition. The results of this study indicate that when third grade disadvantaged pupils receive a PMP before being given an easy form of the CPT they do significantly better than those receiving no PMP. Further when the pupils receive a hard form of test after a PMP it makes no difference or has a negative effect in the case of a teacher presentation. And last, there is a definite difference between the two forms of the PMP. The TSP was by far the most effective form of the PMP when the pupils received the easy form of the CPT. The TSP was by far the least effective form of the PMP when pupils received the hard form of the CPT. Preparing pupils for a standardized test has a definite effect on standardized test performance. Disadvantaged children profit from the encouragement of their teacher when the tasks they encounter prove to be easy, as she said they would be, but they are destroyed where these tasks prove to be as hard as the children feared they would be. It is therefore imperative that teachers be aware of their effect on pupil performance and use it in a positive manner.

16. O'Boyle, Peter Anthony. A Comparison of Time Orientations and Cognitive Styles of American Indians and Non-Indians. University of Oregon, 1972. 102p. Adviser: Gordon L. Kensler. 72-28,167.

This study investigated the time value-orientations and cognitive styles of American Indians and non-Indians. The purpose of the study was to determine the relative position of these groups in these two categories. The researcher wanted to delineate the extent to which there were similarities and differences between the groups. The emphasis on the differences between Indians and non-Indians was considered a possible drawback to the successful teaching of Indian students. The questions asked were as follows:

Question I Are the American Indian students concrete or abstract in their cognitive style?

Question 2: Are the non-Indian rural students concrete or abstract in ther cognitive style?
Question 3: Are the non-Indian urban students concrete or abstract in their cognitive style?
Question 4: Are the non-Indian college students concrete or abstract in their cognitive style?
Question 5: Are the American Indian students past, present, or future-oriented?
Question 6: Are the non-Indian rural students past, present, or future-oriented?
Question 7: Are the non-Indian urban students past, present, or future-oriented?
Question 8: Are the non-Indian college students past, present, or future-oriented?

The information was collected with the use of two questionnaires. Time value-orientations were elicited through use of the Kluckhohn and Strodtbeck Value-Orientation Schedule. The cognitive style range was obtained through use of the Maccoby and Modiano version of the Equivalence Formation test.

Four groups were included in the study. The groups consisted of American Indian students, rural non-Indian students, urban non-Indian students, and urban non-Indian college students. The American Indian, rural, and urban students were all members of the seventh grade in their respective schools. The college students were seniors preparing to become elementary school teachers.

Statistical analysis indicated that all four groups, as tested, made a significant number of concrete answers. This indicates that the groups tested were alike in this measure. The ability to synthesize was significantly different for some of the groups. The American Indians were less able to synthesize than the other groups, indicating a significantly more concrete cognitive style. There were no differences between the rural and urban groups or between the urban and college groups. There was a significant difference between the rural and college groups, indicating that the rural group was more concrete than the college group.

The time value-orientation results were statistically evaluated. The test results indicated that the four groups did not choose an equal number of past, present, and future-oriented answers. The area of greatest overlap was the present-orientation where no significant differences were found between the groups. The past orientation was chosen significantly less often by all four groups. The American Indian students, the rural students and the urban students revealed no differences in their choices of present and future-oriented answers. The colle e students were significantly future oriented.

The results of this study indicate that all the seventh graders were equally present and future oriented. The college students were significantly different, being future oriented instead of present oriented.

The implications drawn from the study apply to teacher preparation and to the Indian students tested. Knowing the similarities on which greater communication and understanding might be built could be an aid to teachers.

For the Indian students the results reinforce recent research which indicates Indian students are more like their non-Indian counterparts than was heretofore believed.

17. Simons, Hughue Fred. The Development of a Scale to Investigate the Attitudes of Individuals Toward Black People. The University of Connecticut, 1972. 96p. 72-32,254.

This study was concerned with the development of an instrument to investigate the attitudes of individuals toward black people. The problem involved was twofold. First, the generation of items and scales to extract opinions revealing attitudes toward black people; second, to determine the content and construct validity and the reliability of the instrument. The specific research questions investigated were:

1. To what extent do meaningful latent categories exist which explain content experts' independent sorting of an item pool?
2. To what extent are the latent categories associated with each other?
3. How reasonable were the hypothesized item groupings that were used in developing the attitude toward black people instrument?
4. To what extent are the hypothesized scales interrelated?
5. What underlying dimensions or constructs can be identified which explain the instrument's item interrelations?
6. What is the internal consistency reliability of each scale on the fifty item instrument?

A review of the literature substantiated the fact that items could be designed to extract opinions that would reveal the attitudes of people. However, the review did not reveal that attitude instruments had been developed to investigate attitude changes as a result of the introduction of a specifically designed change vehicle.

The samples employed in this study involved 271 University of Connecticut freshman and sophomore males and females, fifteen professionals employed at the University of Connecticut, twenty-one presidents of colleges that are members of the "United Negro College Fund," and 238 University of Connecticut male and female students enrolled in Black Studies courses.

The statistical analysis employed in this study included: latent partition analysis, Guttman's Rank-Reduction Theorem, and factor analysis. The results of the LPA analysis revealed that meaningful latent categories did exist which described the judges sorting of the items and meaningful associations between some of the latent categories were present. The rank-reduction analysis indicated that the hypothesized item groupings were adequate and meaningful scale interrelationships existed.

The factor analysis revealed that interpretable dimensions and generally adequate internal consistency reliabilities were generated.

Limitations of the present study were noted and possibilities for future research outlined.

18. Tucker, Richard Dennis. The Effects of Tangible Incentive on Storage and Retrieval Processes in the Test Performance of Lower Class Black Elementary Students. Emory University, 1972. 127p. 73-12,193.

This study consisted of two experiments to determine the effects of tangible incentive on the storage and retrieval processes relating to testing performance. In the first experiment, 96 lower class black students, equally divided into 4th and 5th grade males and females, and matched on the basis of IQ scores, were presented with a short story about which they were to answer four-alternative multiple choice questions. There were three basic conditions consisting of differential introduction of a tangible reward (five cents for each correct answer), either at encoding and storage (before the story was read), at retrieval (when the questions were to be answered), or not at all. The questions were asked within each condition either immediately or after a 25-30 minute interpolated task, thus yielding six experimental conditions. It was hypothesized that: 1) The groups given incentives would score higher than the non-incentive controls; 2) the group which received the tangible incentive initially at encoding and storage would score higher than the groups which received it at retrieval; 3) the predicted differences would be more pronounced within each condition at delayed recall and 4) the male subjects would be more responsive than the females to the incentive conditions.

After an initial analysis revealed main grade differences, a separate analysis was done for each grade. For the fourth grade, the standard encoding-incentive retrieval groups did better than both the incentive at storage and the no incentive controls, but not significantly so. No significant effects of sex or time of retrieval were found and no significant interactions between any of the variables. There were no significant differences among any of the conditions in the fifth grade population.

While the findings in the fourth grade seem to suggest an effect of incentive on retrieval, the results are based on scores that did not differ significantly from chance responding. To test the major hypothesis of incentive effects with a more sensitive response measure, a second experiment was conducted with a group of 42 low income black fifth graders, equally representing male and female students. The same format was used as in the first experiment, except that a different story and accompanying questions were introduced. These were procedures, which through pre-testing, had been indicated to yield above chance responding. Additionally, the three reinforcement conditions were conducted only under immediate retrieval conditions.

An initial analysis of variance revealed no significant differences among the three conditions, but because these subjects had not been matched on IQ, an analysis of covariance was performed. This analysis revealed similar results to the fourth grade groups in Experiment I; namely that the incentive at retrieval group performed better than both the incentive at storage and the no incentive controls, but at a level of only marginal statistical significance. There were no significant differences in responding according to sex and no significant sex by incentive condition interactions.

The results are discussed in light of information processing and reinforcement theory, particularly the role of non-material, social incentives on attending behavior in a testing situation. Suggestions are made for further research in the area utilizing additional incentive controls.

## Race and Prejudice

19. Barbier, Ruth Jean. Racial Awareness and Preference of Suburban Detroit White Nursery School Children. Wayne State University, 1972. 158p. Adviser: Abraham F. Citron. 73-12,475.

In light of recent legislative, judicial, economic, and social events leading toward a more egalitarian relationship of Blacks and Whites, this study was undertaken to see if degrees of racial awareness, preference and rejection of young children had altered since the intensive studies in this area conducted in 1948 and 1958.

The problem was to discern the degree of racial awareness (Black/White) of four and five year old white middle-class children and to discern the degree and direction of their racial preferences and antipathies, if such existed.

Sixty-five children from two suburban Detroit nursery schools were tested, each participating in four play projective interviews employing jigsaw puzzles, dolls, doll houses, plasticine and pictures. During these interviews, children performed tasks, made choices and expressed opinions. Interviews were kept play-like: the interviewer maintained an accepting attitude throughout; children generally became engrossed in the activities. Data were unobtrusively recorded and later analyzed.

Findings

1. Subjects are aware of physical differences between Blacks and Whites, can label black and white representations correctly, have some feeling for present societal differences between the socioeconomic status of the two races, but cannot assemble mixed black and white representations into family groups.

2. Subjects identify with photographs and representations of white people to a greater degree than with photographs and representations of black people.

3. Subjects show, emphatically, more preference for images and representations of Whites than for images and representations of Blacks, aesthetically, socially, and through ascription of favorable character traits.

4. Subjects show more emotional rejection of images and representations of Blacks than of images and representations of Whites by ascription of unfavorable character traits and by aesthetic and social rejection.

5. There is no difference in social preference or rejection of images and representations of Blacks between a group comprised mainly of white upper middle-class children who have some contact with Blacks, and a group comprised mainly of white middle-class children who have little or no contract with Blacks.

Racial awareness of this sample of young white children remains at least as strong as found in 1948 and 1958. Levels of preference and rejection remain essentially the same.

20. Houmes, Gary Alan. A Study of Racial Disruption in Selected Large City High Schools as Related to Conflicting Black and White Students' Educational Expectations. The Florida State University, 1972. 103p. Adviser: Professor Herman L. Frick. 73-4687.

This study was undertaken to investigate racial disruption in large city high schools. The major objective of this study was to measure school disruption and to determine if significant differences existed between black and white students' educational expectations and perceptions of their schools' educational expectations in the most disruptive schools.

The investigation utilizedtwo instruments: the Task of Public Education Opinionnaire to measure education expectations and a modified Urban School Disruption Survey to measure school disruption levels. Principals were administered the disruption instrument to assess the frequency of racially-related disruptive activity during a fourteen month period. Selected students were administered the opinionnaire, and responded to the instrument twice. In the first administration, students were asked to indicate their personal educational expectations. For the second administration, students responded according to their perceptions of their school's educational expectations. All participating students were in attendance at the respective schools during the fourteen-month time period under study.

Black and white students' responses on expectations and perceptions were correlated per school, and schools were placed in three groups according to varying agreement levels between races. Each school in the three groups was assigned a disruptive score identical to the number of disruptive activities the school had experienced. After the investigator assigned ranks to the disruptive schools in the three groups, the Kruskal-Wallis one-way analysis of variance was applied to determine if th difference in disruption among the three varying agreement groups was significant.

The findings indicated there was little disagreement between black and white students on expectations and on perceptions. Moreover, the difference in disruption among the schools grouped according to varying student agreement levels was not significant.

This study concluded that there are other factors, exclusive of expectations, which are related to large city high school disruption in Florida. The identification of those factors should be the direction for further research, and a recommended method for the discovery of those complex factors is through intensive case studies in high schools with varying disruption levels.

21. Kaalberg, Sister Ramona M. Racial Preferences of Second, Fourth, and Sixth Grade Negro and Caucasian Girls in Hypothetical and Caucasian Girls in Hypothetical and Actual Social Situations. George Peabody College for Teachers, 1972. 116p. Adviser: Professor Jack W. Miller. 72-34,212.

This study investigated racial preferences of elementary school girls in the deep South. Of special interest was the relationship between racial preferences in hypothetical and actual social situations.

Subjects were second, fourth, and sixth grade Negro and Caucasian girls from Catholic schools in Jackson, Mississippi. From each of these three grades, 11 Negro and 11 Caucasian girls were selected randomly. Each subject participated in two sessions.

At the first session, subjects were shown color photographs of 12 girls (6 Negroes and 6 Caucasians). The girls in the photographs were from the same grade as the subjects, but the subjects did not know them. Each subject was asked to select four girls with whom she would like to participate in each of five activities: eating refreshments, becoming better acquainted, sitting together, working on a committee, and playing a recreational game. However, she was informed that she would not really engage in the activities with the girls she selected. Responses revealed racial preferences in a hypothetical situation.

Within a week after the first session subjects attended a second session which provided an opportunity for them to select girls with whom they would like to associate in an actual social situation. Am effort was made to keep the hypothetical and actual situations as similar as possible. In both situations the experimenters were the same and activities were identical. Subjects selected from the same group of girls at both sessions and recorded their selections in the presence of the experimenter. The only differences were that photographs were used in the hypothetical situation and subjects were told they would not really participate in the activities with these girls; whereas in the actual situation the girls whose photographs had been used were actually present, and subjects were told that they really would participate in at least one activity with someone they had selected.

A three-factor analysis of variance with repeated measures on one factor, orthogonal comparisons, and t tests were used to analyze the data. It was found that: a) Preference for racially different girls was greater for Negroes than for Caucasian girls in second grade, fourth grade in the hypothetical situation, and in sixth grade. Only for fourth grade girls in the actual situation was there no difference between Negroes and Caucasians in this respect. b) Caucasian girls indicated less preference for racially different girls than for Caucasian girls, while Negro girls revealed no difference in their preference for Negro and Caucasian girls. c) There was no developmental decrease in choices of racially different girls. d) Second grade girls indicated greater preference for racially different girls in the actual situation than in the hypothetical situation. For fourth grade Caucasians there was not a significant difference between situations; whereas for fourth grade Negroes greater preference was shown for racially different girls in the hypothetical situation than in the actual situation. There was no difference between situations for sixth grade girls. e) A developmental increase in differences between situations was not found.

The inconsistency between racial preferences in hypothetical and actual social situations revealed in this study and a similar finding reported in a preliminary study of fifth grade Negro and Caucasian girls conducted in Nashville, Tennessee, are of special concern. These findings may have important implications for assessment of programs designed to help foster better attitudes toward others and toward themselves, and to affect behavior in actual social situations. It appears that future work in this area of evaluation should be concerned with the investigation of responses in a variety of situations, since racial preferences of children seem to be affected by situational variables as well as other factors.

22. Matlock, Donald Thomas. The Social Psychology of Prejudice: The Religious Syndrome and a Belief in Free Will. The University of Texas at Austin, 1972. 119p. Adviser: Norval Glenn. 73-480.

Much of social science theory and research focuses on intergroup relations, especially conflict among human groups. In the United States, considerable attention is devoted to the area of "race or ethnic relations," particularly the friction between black and white. The aim of this research effort is to predict "anti-Negro prejudice" from variables pertaining to religious beliefs of whites. The central question investigated in this study is: Among white Protestant church members, is anti-Negro prejudice related directly to belief in free will, orthodoxy, denominationalism and extrinsic religious orientation:

Scales were devised to measure the five variables mentioned above. Questionnaires were mailed to 1282 white adults who were members of a single Protestant church in an urban area. Of the 268 questionnaires returned, 235 qualified as adults who were lay members of the cooperating church.

Zero order, first order, and third order correlation coefficients were computed with anti-Negro prejudice as the dependent variable and with belief in free will, orthodoxy, denominationalism, and extrinsic religious orientation as the independent variables.

All zero order correlations between the dependent variable and the independent variables are positive and highly significant. The two independent variables, belief in free will and extrinsic religious orientation, remain relatively strong predictors of anti-Negro prejudice even when all other independent variables are controlled simultaneously. Orthodoxy and denominationalism retain their positive relationships with anti-Negro prejudice when the remaining independent variables are controlled simultaneously; however, the level of significance drops markedly in each case. When each independent variable is correlated with the dependent variable while controlling for only one other independent variable, all but orthodoxy retain their predictive power.

23. Schulze, Joseph Rodgers. An Analysis of the Impact of Outward Bound in Twelve High Schools. University of Massachusetts, 1972. 145p. Adviser: Dr. Robert Woodbury. 73-6722.

The purpose of this dissertation is to analyze the effects of an association between Outward Bound schools and twelve high schools. Outward Bound, a wilderness survival school emphasizing self-understanding and awareness of others through a program of living and working together, has recently become involved in public and private schools. The effects of these cooperative programs have in some cases resulted in changes of curriculum, the climate of schools, and the way material is taught.

Chapter I provides the reader with a background of information about Outward Bound -- its history, practices, and philosophy. The history of Outward Bound is traced from its founder, Kurt Hahn, through its adaptation and growth in America. A description and analysis of the program elements of a standard Outward Bound course is given.

The techniques used in this evaluation is the topic in Chapter II. Journals, tapes, interviews, on-site interviews and firsthand observations form the basis for this thesis. Previous research studies on the effects of Outward Bound on student participants were studied. One further report on the effects of Outward Bound on teacher-participants was also read.

The motives and reasons for the initiation of an association between Outward Bound and high schools are the subject of discussion in Chapter III. The motives for this initiation often color the results of this association. Programs have been initiated out of a variety of concerns -- student apathy, racial tensions, a more experience-oriented curriculum, and as a means of introducing some degree of change into a school. Outward Bound, then, is a process which is highly adaptable to a variety of interests and situations.

Chapter IV is a discussion of the problems of implementation, funding and over-all support for the Outward Bound program in schools. The various means of raising money are described with recommendations for future funding. The overall support of the program is a crucial question if the program is to become integrated into the total school environment. Failures as well as successes in terms of how different schools handled this question are analyzed with some recommendations for future programs.

Chapter V details a case study of the association between the Colorado Outward Bound School and the East High School in Denver, Colorado. A 2400—student high school beset with racial tension and violence, student apathy and impersonality made considerable headway toward the solution of these problems as its students, faculty and administration began to imcorporate some of the practices and programs of Outward Bound. A description of these programs and their effects on the school are the subject of this chapter.

Following the case study of East High School, the impact of Outward Bound on the other eleven schools is analyzed. The impact on the schools is divided into sections dealing with the effects on students, teachers, and curriculum. Attention is paid to the significance of the Outward Bound influence on relationships between teachers and students, legitimacy of off-campus experience and teaching strategies.

Recommendations for future associations between Outward Bound and high schools are covered in Chapter VII. Questions about how and when the program is implemented, its growth and content, the different roles of faculty, administration and Outward Bound staff are considered.

The concluding chapter discusses the over-all implications of Outward Bound's involvement with public and private schools. It is important to note that the implementation of an Outward Bound program in a high school frequently leads the school to an examination of its curriculum, teaching strategies, and relationships within the school. Out of this examination have come some new methods and programs which have provided changes for both students and teachers.

24. Whitaker, Colbert Woodard. A Comparison of Intra-Racial and Interracial Achievement, School Readiness and Intelligence of a Selected Group of Elementary Students in the Chattanooga School System. The University of Tennessee, 1972. 146p. Adviser: Dr. L.O. Haaby. 73-12,447.

The purpose of this study was to determine if interracial and intra-racial differences existed in the Chattanooga public schools, grades one through five, with respect to school readiness, I.Q. scores and academic achievement and further to identify various variables that might influence performance in these areas.

A review of the literature indicated that certain factors appeared crucial for black children of lower socio-economic status to achieve optimum academic success. These included a desegregated setting where race

relations are harmonious, a student body that is predominantly white and middle class and parents who are middle class educationally. It was noted that early and prolonged experience in such a setting was very beneficial to academic progress. Racially isolated children have not done well anywhere even with large scale compensatory programs.

Some of the major findings of this study were that:

1. Racial isolation was a prominent feature in the elementary schools of the Chattanooga system.
2. Large interracial differences were found in school readiness in favor of white students.
3. Black children in racially mixed schools had higher overall school readiness scores than black children in racially isolated schools.
4. There was a direct relationship between school readiness scores and parental education.
5. Socio-economic status, as determined by parental occupations and education, was found to be on a continuum ranging from racially isolated blacks, the lowest, to uni-racial whites, the highest.
6. More blacks than whites came from homes where only one parent was present.
7. Large interracial differences were noted in I.Q. scores in favor of white children.
8. Black children in bi-racial schools had higher average I.Q. scores than black children in racially isolated schools.
9. Black cumulative academic deficit, noted in previous studies, was also observed in Chattanooga. As black students proceeded through school, they fell further and further behind white students.
10. Bi-racial blacks outperformed uni-racial blacks on standardized achievement tests each year of the study. The achievement gap between the two, in fact, increased each year.
11. Uni-racial whites and bi-racial whites began the second grade with identical I.Q. means and nearly identical achievement scores. In grades three through five, however, uni-racial whites consistently out-performed bi-racial whites in most achievement categories.

## Incentives, Rewards and Reinforcement

25. Delvlin, Robert Joseph. An Attempt to Determine the Reinforcing Effect of KCR for Subjects with Different IQ and Socio-Economic Levels. The Pennsylvania State University, 1971. 78p. 72-19,299.

This study was an attempt to determine the reinforcing effect of knowledge of correct results (KCR) for subjects with different IQ levels and from different socio-economic levels. The subjects were 120 fourth graders in a metropolitan school district. Schools were ranked from high to low on the basis of median income in the census tract of location. The top 15% were defined as high SES schools and the lower 15% as low SES schools. Schools from each of these extreme groups were randomly selected and an IQ test administered to fourth graders. On the basis of obtained IQ, two groups of subjects at each SES level were identified: those with scores between 85 and 95, and those with scores between 105 and 115. As an additional determiner of socioeconomic level, any subject in the high SES group whose father completed less than 12 years of school was excluded. Any subject in the low SES group whose father completed more than 12 years of school was excluded. These procedures resulted in four groups of subjects defined as: (1) high SES, higher IQ; (2) high SES, lower IQ; (3) low SES, higher IQ; (4) low SES, lower IQ. Each of these SES-IQ groups contained 30 subjects who were randomly assigned to one of three treatment groups. The treatments represented three combinations of KCR: (1) KCR alone, (2) KCR plus money and (3) KCR plus a cue intended to provide information and attention to task behavior.

The subjects were measured on a concept of equivalence task. Each subject was tested individually by the examiner. Requirements of the teask involved forming equivalence groups. A set of pictures of common objects was used as the stimuli and subjects were directed to make as many groups as possible during 15 trials. Subjects were rewarded according to the reward schedule for the treatment group of assignment.

Two performance scores were obtained on each subject. One represented the total number of groups formed, a measure of accuracy of response to stimuli.

Analysis of variance and orthogonal contrasts were used to analyze the data. Hypotheses related to the differential effectiveness of KCR alone and in combination with other rewards for the SES-IQ levels were tested by means of the orthogonal contrast analysis. No significant effects were obtained between any of the factors investigated. A discussion of the results suggested that performance on the task may have been an inappropriate dependent variable to use when trying to demonstrate motivational effects.

26. Moore, John Leslie. A Study of Incentives and Attitudes in the Motivation of Navajo Indian Children in Bureau of Indian Affairs Elementary Schools for the Development of Hypothetical Motivational Techniques. George Peabody College for Teachers, 1971. 173p. Adviser: Dr. Norman Charles Greenberg. 72-3816.

Technological and educational progress has been made by the Navajo Indians in their transition from the traditional Navajo culture into contemporary American life, but little has been known of the values of the Navajo Indian children in Bureau of Indian Affairs elementary schools. Motivation for learning is largely culturally determined. Problems in motivation have been among the most serious of all those confronting teachers of Navajo Indian children. At the time this study was conducted, there were 22,468 Javajo Indian children between the ages of five and eighteen attending Federal schools operated by the Bureau of Indian Affairs.

This study was primarily concerned with discovering which incentives, attitudes, and feelings can serve as motivating factors for the Navajo Indian children in Bureau of Indian Affairs elementary schools. The subjects who prarticipated in the study were selected from the fourth, fifth, and sixth grades of a large Bureau of Indian Affairs boarding school in the Navajo Area. The investigation included a review of the related literature, the administration of a questionnaire on motives in which the subjects selected the greater of two incentives, and the administration of a sentence completion test in which the subjects responded orally according to their attitudes and feelings. From the information obtained from the review of related literature and the knowledge of the incentives, attitudes, and feelings of the Navajo Indian children, hypothetical motivational techniques were developed for use in the classroom with these children.

The information obtained from the questionnaire on motives and the sentence completion test indicated a strong sense of the homogeneity of the Navajo Indian children in the values they held and in their attitudes and feelings. Their responses appeared to be culturally oriented and influenced very little by their differences in age, grade in school, or sex. The study tended to confirm the findings of the review of related literature concerning the traditional Navajo Indian values in that the children indicated that they valued cooperation, close family relationships, respect for others, physical strength and excelling in sports, story telling, and respect for others. Generally, there was an indication of positive attitudes toward school. Grade consciousness was apparent. The Navajo Indian children were future oriented in relation to putting money into savings and desiring to obtain a job upon completion of their formal education.

The dissertation is significant, at this time, because of the need for identification of the incentives, attitudes, and feelings which can act as motivating factors for Navajo Indian children. This is particularly true for the Navajo Indian children, in Bureau of Indian Affairs elementary schools, as they continue their transitional roles in the traditional culture of the Navajo Indian and the contemporary "white" culture of the school.

If the educational goals of the Bureau of Indian Affairs are to be accomplished and the Navajo Indian is to realize his full potential as a productive member of a democratic society, motivational techniques which are commensurate with his values, and attitudes must be applied in his formal education. This is particularly important for Navajo Indian children who are now in Bureau of Indian Affairs elementary schools.

27. Mann, Joe Wesley. The Effects of Reflection and Race on Verbal Conditioning of Affective Self-disclosure in Black and White Males. Auburn University, 1972. 112p. Adviser: Mark E. Meadows. 72-31,362.

The purpose of the present research was to determine whether reflection of feeling, race of subject, and race of experimenter were significant variables which affected the frequency of self-disclosures in black and white male subjects.

Subjects were 18 white and 18 black male high school students. Subjects were randomly assigned to treatment groups according to the following schedule:

1. Group I was composed of 12 black male students who received reflective statements on a continuous schedule of reinforcement.
2. Group II included 12 white male subjects who received reflective statements on a continuous schedule of reinforcement.
3. Group III included six white male subjects and six black male subjects who received no reinforcement.

Four experimenters (two black males and two white males) performed the treatment procedure. Seventy-one pictures were presented to each subject, and their verbal responses were recorded on a data sheet. After each verbal response by subjects, experimenters delivered reinforcement or withheld reinforcement as prescribed by the experimental procedure.

The statistical analyses of the data revealed the following results:

1. Reflection of feeling significantly increased self-disclosures in both white and black subjects.
2. There were no significant differences in frequency of self-disclosures between black and white subjects who received verbal reinforcement.
3. Racial differences between subjects and experimenters did not significantly affect the frequency of self-disclosures during conditioning or extinction.
4. Experimental subjects (black and white) significantly decreased their frequency of self-disclosures during the extinction period.

5. White subjects in the experimental group were more resistant to extinction than were black experimental subjects.

28. Reinier, Helen Dorothy. Children's Learning as a Function of Type of Reinforcement, Task, Grade Level, Social Class, and Sex. Columbia University, 1972. 67p. 72-28,084.

Reinforcement and theories concerning its efficiency have been the prime concern of much of the research in children's learning. On the basis of a review of the research, there does not seem to be a general consensus as to the types of reinforcement that can be used most effectively with different categories of children. In addition, previous studies have not attempted to relate the efficiency of reinforcement to the specific task under study.

This study was designed to investigate the independent and interactive effects of type of reinforcement, type of task, grade level, social class, and sex, on children's performance on a sample of problem solving and motor learning tasks. Knowing the independent and interactive effects of these variables, an attempt was made to determine the most potent reinforcers for particular children on specific tasks.

Subjects for this study were two samples of seventy-two middle and seventy-two lower class children randomly selected from the first, third, and fifth grades oftwo elementary schools. Four tasks were chosen as a representative sample of problem solving and motor learning tasks. Subjects were presented these tasks under one of three reinforcement conditions: knowledge of results, social reinforcement, and material reinforcement.

Data were initially analyzed using a four-way analysis of variance with repeated measures on one factor, i.e. task. The data were then analyzed for each task, using a three-way analysis of variance for each task, and multiple comparisons among means.

Preliminary analysis found that sex was not a significant variable. Further analysis indicated a four-way interaction between type of reinforcement, type of task, social class, and grade level. An analysis of each task indicated that depending on the type of task, i.e. problem solving or motor learning, the significant main effects and interactions which resulted were quite different.

With a knowledge of the independent and interactive effects of these variables, it was then possible to determine the most effective reinforcers for particular children on specific tasks.

This study suggested the possibility of predicting certain outcomes in future studies, and explored the use of these results to explain existing contradictions in the reinforcement literature.

29. Smith, Mary Brinda. Effects of Motivation on the Level of Aspiration of Disadvantaged Negro Boys. University of Southern Mississippi, 1972. 140p. 72-26,573.

The purpose of the study was to investigate effects of verbal motivation on the level of aspiration of Negro boys from a disadvantaged environment. Specifically, this study investigated the effects of negative and positive verbal motivation techniques on the level of aspiration using selected motor tasks.

The subjects involved in this study were 100 Negro boys whose ages ranged from nine years through twelve years. All of the subjects were participants in a fall recreation program at the Kingsley House, a settlement center in New Orleans, Louisiana.

Four motor tasks were administered to all of the subjects. These tasks were: a grip strength task, a stort stand task, a sandbag throw task, and a standing broad jump task. Subjects were tested individually and allowed to observe other subjects' participation. Each subject recorded, both for the pretest and postest, three performance scores and two aspiration scores for each motor task. The second performance score and the second aspiration statement were used to compute the subject's aspiration discrepancy score. This score was converted to a percentage score by dividing the second aspiration score by the second performance score and multiplying the quotient by one hundred. An aspiration discrepancy score of 100 percent indicated that the aspiration statement was the same as the preceding performance and therefore realistic. A score above or below 100 percent was unrealistic since a score above 100 percent indicated a higher prediction than the previous performance score and a score of less than 100 percent indicated a lower prediction than the preceding performance score.

On the basis of the pretest, the subjects were equated into two groups: (1) Group I received positive verbal motivation, and (2) Group II received negative verbal motivation. The phraseology of the verbal motivation was relative to the cultural group under investigation.

The analysis of variance technique was employed within each group on each motor task and an analysis of covariance was employed between groups using gain scores for each task.

The analysis revealed no statistically significant differences existing within Group I in aspiration discrepancy scores for three of the four motor tasks. The sanbag task did yield a significance beyond the .05 level of probability. No statistically significant differences were found to exist within Group II in aspiration discrepancy scores for any of the four tasks. The findings of this stuy did not yield any significant differences in aspiration discrepancy scores between Group II for any of the four tasks.

Conclusions

Within the scope of this study, the following conclusions were drawn:

1. The levels of aspiration of the subjects selected for this study were not significantly influenced by verbal motivation.
2. Positive verbal motivation, when treated separately, did significantly contribute to a more realistic level of aspiration in the sandbag throw task. Positive motivation did not, however, significantly contribute to a more realistic level of aspiration in the grip strength task, stork stand task, or standing broad jump task.
3. Negative verbal motivation did not significantly contribute to a more realistic level of aspiration in any of the four motor tasks.
4. Aspiration levels seemingly varied according to the task being performed.

30. Whipple, Donald Wayne. A Study of the Relationships Among Ethnic-Social Class, Intelligence, Achievement Motivation and Delay of Gratification. New York University, 1972. 185p.
Adviser: Professor Lloyd Barenblatt. 72-26,623.

The main purpose of this study was to determine what proportion of the variation in the ability to delay gratification is contributed by intelligence, achievement motivation and ethnic-social class. The variable of ethnic-social class was created by the experimenter, and is a dichotomous variable of white middle class versus black lower class.

In conjunction with the above purpose, the following hypotheses were investigated:

1. White middle class children more often choose a larger delayed reward in preference to a smaller immediate reward than black lower class children.
2. The higher their intelligence, the more children tend to choose a larger delayed reward in preference to a smaller immediate reward.
3. The higher their achievement motivation, the more children tend to choose a larger delayed reward in preference to a smaller immediate reward.
4. With intelligence partialled out, white middle class children tend to choose a larger delayed reward in preference to a smaller immediate reward, more often than black lower class children.
5. With achievement motivation partialled out, white middle class children tend to choose a larger delayed reward in preference to a smaller immediate reward, more often than black lower class children.
6. With intelligence and achievement motivation partialled out, white middle class children tend to choose a large delayed reward in preference to a smaller immediate reward, more often than black lower class children.

An additional research question was also explored: How do the relationships among delay of gratification, social class, intelligence and achievement motivation, differ between the white middle class group and the black lower class group?

The sample consisted of 189 seventh grade male subjects attending Catholic parochial schools in Newark, New Jersey. Of the total of 197 subjects, 108 were lower class blacks and 89 were middle class whites.

Social class was measured by the Hamburger Revised Occupational Scale for Rating Socio-Economic Status. Intelligence was measured by the Lorge-Thorndike Nonverbal Group Intelligence Test. Achievement motivation was measured by the TAT type projective method developed by McClelland. Delay of gratification was measured by an actual behavioral choice measure, requiring the subjects to choose between small immediate rewards and larger delayed rewards.

A multiple linear regression analysis was computed for the total sample and for the two ethnic-social class -samples taken separately. They yielded correlation matrices, partial correlations, multiple correlations, coefficients of determination, regression coefficients and beta weights.

The main findings of the study can be summarized as follows:

1. Hypotheses 1,2,3 and 5 were confirmed. However, Hypotheses 4 and 6 were rejected.

2. It was found that of the three independent variable studied, intelligence accounts for by far the largest proportion of variation in delayed gratification, in fact, twice as much as achievement motivation and three times as much as ethnic-social class. This contradicts the basic assumption taken beforehand in this study, that delay of gratification is primarily determined by social class, i.e., is a function of the white middle class value system. The results showed that when intelligence and achievement motivation are taken into account (partialled out), ethnic-social class and delay of gratification are not significantly related.

3. When comparing the two ethnic-social class sub-samples, the main difference appears to be in the much greater predictive importance of intelligence in the black lower class group. It can be tentatively concluded that at lower levels of intelligence, delay of gratification ability is greatly affected by intelligence. As a group achieves a higher mean intelligence and a higher average social class, other factors, such as achievement motivation and social class, contribute relatively more to the ability to delay gratification.

31. Langgulung, Hasan. A Cross-Cultural Study of the Child's Conception of Situational Causality in India, Western Samoa, Mexico, and the United States. University of Georgia, 1971. 322p. Adviser: Dr.E.P. Torrance. 72-2504.

This study was conducted to investigate the development of causal thinking of children in India, Western Samoa, Mexico, and the United States. The "Guess Causes" part of the Torrance Tests of Creative Thinking was used to investigate this problem. The responses of 400 children the four cultures were evaluated according to grade levels four and six and subcultures (advantaged and disadvantaged). Within Mexican and the United States cultures the Ss were also classified according to sex (male and female). A separate sample was drawn from Indian culture to compare the Hindus and the Muslims.

Two basic categories were developed from the test, i.e., causal and noncausal. The total number of responses was considered the index of fluency.

The results of the study indicated that Indian and United States children are significantly more causally-oriented than their counterparts in Wester Samoa and Mexico. The sixth-grade children are significantly more causally-oriented than their counterparts in the fourth-grade except in India. The advantaged children are significantly more causally-oriented than their disadvantaged counterparts. Within the Mexican and United States cultures there are no sex differences in causal-orientation. There is also no significant difference between the Hindu and the Muslim children in India in causal-orientation.

Noncausal responses appeared in all groups evaluated by this study, Western Samoan and Mexican children are more noncausally-oriented than their counterparts in India and the United States. The fourth grade children are more noncausally-oriented than their counterparts in the sixth-grade except in India. The overall comparison between the advantaged and the disadvantaged children within the four cultures studied indicated no significant difference between the two groups in terms of causal-orientation. The comparison between the advantaged and the disadvantaged children within Mexico and the United States indicated that the disadvantaged children are more noncausally-oriented than their advantaged counterparts. There is no sex difference within Mexican and the United States cultures in terms of noncausal-orientation. There is also no significant difference between the Hindus and the Muslims in this respect.

The Indian children are the most fluent of all, the Western Samoan, the least fluent; and the Mexican and the United States children, in between. The sixth-grade children are more fluent than their counterparts in the fourth-grade. The advantaged children are more fluent than their disadvantaged counterparts. There is no sex difference in fluency within Mexican and the United States cultures. There is also no difference between Hindu and the Muslim children in India in fluency.

32. Carringer, Dennis Clyde. The Relationship of Bilingualism to the Creative Thinking Abilities of Mexican Youth. University of Georgia, 1972. 84p. Adviser: E. Paul Torrance. 73-5664.

The creative thinking abilities of children during the years of their development may be enhanced or debilitated by many factors. Young people who are bilingual may respond differently to stimuli designed to measure creative thinking abilities than those who are monolingual youths.

The hypothesis of this study was that Spanish-English coordinate bilinguals would score significantly higher ($p < .05$) on the dependent measures of figural fluency, figural flexibility, figural originality, verbal fluency, verbal flexibility, and verbal originality than do Spanish monolinguals. The instrument chosen to measure the dependent variables was the Torrance Tests of Creative Thinking. A word association test was employed to identify twenty-four Spanish-English coordinate bilinguals and twenty-four Spanish monolingual subjects. All subjects were between fourteen and sixteen years old with equal numbers of boys and girls in the two groups. The Spanish-English coordinate bilinguals began studying English in school between the ages of five and ten, and the Spanish monolinguals began studying English after the age of twelve.

The results of multivariate analysis indicate that the main effect of language group was significant at the .05 level. Neither the main effect of sex nor the interaction effect was significant. The univariate analysis indicates that the dependent measures of verbal flexibility, verbal originality, and figural originality were significant at the .05 level in favor of the bilinguals and the dependent measure of figural fluency was significant at the .01 level in favor of bilinguals. There was no significant difference between the two groups on the dependent measures of verbal fluency and figural flexibility, although the bilinguals scored higher on both of these measures also.

33. Teubner, Johanna E. Fourth Grade Creativity of Urban, Rural, and Indian Children in an Experimental Program. The University of North Dakota, 1972. 85p. Adviser: Professor John D. Williams. 73-15,309.

The primary purposes of this study were to determine if any differences exist in creativity between New School and non-New School fourth grade children, between Indian and non-Indian fourth graders, and among urban, rural, and Indian fourth grade children.

The research population used in this study consisted of 237 fourth graders enrolled in North Dakota elementary schools. The experimental group consisted of 62 boys and 64 girls who had been enrolled in New School classrooms for a minimum period of six months during the 1969-1970 school year. The reference group consisting of 111 students, with 55 boys and 56 girls was drawn from the same geographical

location as the experimental group. All students were given the Torrance Tests of Creative Thinking which measured verbal fluency, verbal flexibility, and verbal originality, figural fluency, figural flexibility, figural originality, and figural elaboration. The primary statistical procedures used were multivariate $T^2$ tests, multiple linear regression, and analysis of variance.

The major conclusions which emerged from this study are as follows:

1. Non-Indian children had a significantly higher mean score in verbal flexibility than the Indian children as measured by the Torrance Tests of Creative Thinking.
2. Non-New School Indian children had significantly higher mean scores in figural fluency and figural elaboration than the New School Indian children as measured by the Torrance Tests of Creative Thinking.
3. There was a significant difference between the New School and non-New School rural children on figural elaboration as measured by the Torrance Tests of Creative Thinking. However, this one significant subtest favoring the non-New School group was not considered sufficient to reject the over-all hypothesis.
4. The non-New School urban group scored significantly higher on figural originality as measured by the Torrance Tests of Creative Thinking than the New School urban group.
5. The non-New School group scored significantly higher in figural originality, as measured by the Torrance Tests of Creative Thinking, than the New School group.
6. Among the rural, urban, and Indian groups, the rural grou; was found to have significantly higher mean scores in verbal fluency and verbal flexibility as measured by the Torrance Tests of Creative Thinking.

## Families and Community

34. Webb, James Boyd. A Comparative Study of the Relation of Broken Homes to the School Success of High School Students. The George Washington University, 1970. 137p. Adviser: Wesley Thomas Caroll. 70-27,250.

The purpose of this investigation was to study the relationship of a broken home to a studen's achievement, measured by grade-point average, with regard to these factors: (1) type of home, (2) grade level, (3) sex, (4) age(in months), (5) School and College Ability Test score, (6) work habits and ability to cooperate, (7) days absent, (8) days tardy, and (9) participation in extracurricular activities.

The sample, chosen from Washington-Lee High School, Arlington County, Virginia, contained 206 eleventh-and twelfth-grade students from unbroken homes. Data were obtained from student's permanent records and counselor's records.

The research design utilized multiple regression in steps with the least significant variable being eliminated on each regression cycle. Additional multiple regression operations were conducted, with the sample being further divided by sex and type of home. Obtained data were coded on punched cards, and data processing was used for regression procedures. Significance was established at the .05 level.

The findings, including beta weights, zero order correlations, and percentage contribution of significant variable (.01) to the criterion variance, are indicated below:

| Variable | B | r | Percentage Contribution |
|---|---|---|---|
| 1. Work Habits and Ability to Cooperate | -.33 | -.60 | .20 |
| 2. School and College Ability Test Score | .26 | .52 | .14 |
| 3. Participation in Extracurricular Activities | .17 | .48 | .08 |
| 4. Days Tardy | -.07 | -.29 | .02 |
| 5. Sex | .09 | .21 | .02 |
| 6. Type of Home | .09 | .00 | .00 |

R Square ..... .53
Multiple Correlation Coefficient..... .73
Standard Error of Estimate..... .50
Regression Equation:

$$Y = -1.16 - .05X_1 + .01X_2 + .04X_3 - .01X_4 + 13X_5 + .04X_6$$

The findings suggest the following conclusions concerning the predictive value of the selected variable to indicate success or nonsuccess in academic achievement:

1. The proportion of the variance of the dependent variable, academic achievement, attributable to the joint action of all nine variables, is a little over .53.
2. In all comparisons of students from broken homes with those from united homes, those from the latter were more successful.
3. SCAT scores and work habits and ability to cooperate were about equal in their influence on school success for both types of home.
4. Participation in extracurricular activities, days absent, days tardy, sex, and type of home were influential to a lesser degree.
5. Type of home and participation in extracurricular activities were significant factors for boys but not girls.
6. Participation in extracurricular activities was a significant factor for students from broken homes but not for students from united homes.
7. Days absent was a significant factor for all students except those from the "father only" group.
8. Students from united homes were 6 per cent more successful in academic achievement than students from broken homes.
9. Girls were 16 per cent more successful than boys in academic achievement.
10. Boys from united homes were about 8 per cent more successful than boys from broken homes when compared by SCAT scores.
11. Girls from united homes were about 4 per cent more successful than girls from broken homes when compared by SCAT scores.
12. Students from united homes were about 6 per cent more successful than students from broken homes when compared by extracurricular activities.
13. Students from united homes were about 8 per cent more successful than students from broken homes when compared by age.
14. Girls from all types of broken homes except those from the "father only" group were about 25 per cent more successful, whereas the boys were 40 per cent more successful.
15. Students from united homes were about 20 per cent more successful when compared by days absent.

35. Schimmelpfennig, Dorothy Jenson. A Study of Cross-Cultural Problems in the L.D.S. Indian Student Placement Placement Program in Davis County, Utah. University of Utah, 1971. 105p. Adviser: Augustus F. Faust. 71-25,049.

The purpose of this exploratory study was to identify and delineate the problems of cross-cultural accommodation as perceived by Indian children participating in the L.D.S. Student Placement Program who attend Davis County high schools.

The review of literature covered two categories: (1) The background and development of the L.D.S. Indian Student Placement Program and

(2) the culture and characteristics of the North American reservation Indian in general and the Navaho language and religion in particular.

Those who were asked to participate in the research project represented the total Placement Program enrollment of the tenth, eleventh, and twelfth grades from the five high schools in Davis County, Utah, in April of 1971. These forty-six students were interviewed in groups of one to six, and the discussions recorded for later analyzation. A preliminary set of questions was formulated from a review of literature and from the author's personal teaching experiences with Indian children. As the sessions progressed, factors the students felt relevant to their accommodation problems were incorporated.

In addition to the oral interviews, each student was asked to complete a written questionnaire to provide identifying data.

From the findings of this study, it was concluded that Indian students who participate in the L.D.S. Placement Program in Davis Country high schools have problems of cross-cultural accommodation in the following areas: Unaccustomed rules of conduct imposed by the dominant society, loss of autonomy, financial dependency upon foster parents, feelings of inferiority and insecurity in the white environment, conflicting patterns of behavior, social distance between Indians and non-Indians, a language handicap, Anglo time concepts, and racial sensitivity.

Indian students supported the grading system, were complimentary of the caliber of instruction offered in the schools, and felt there was no discrimination in extra-curricular activities because of race.

The findings of this research project suggest the following recommendations: (1) A follow-up study should be conducted to ascertain what occupations these Indian youngsters pursue, how many fail in their expectations and aspirations, and the reasons for these failures, (2) holdings in high school libraries should be surveyed for possible deficiencies in materials relating to North American Indians, (3) school administrations should encourage the presentation of informative assemblies and quality class presentations to introduce the North American Indians to the dominant society, (4) schools should provide remedial classes for Indian students in English grammar and speech, (5) schools and civic groups should aid students in securing part-time employment; (6) seminars should be conducted to help Indian children and their foster families make better cross-cultural adjustments, and (7) complementary studies should be made to identify the problems as perceived by schools, foster and natural families, Anglo and Indian communities, and Placement Program employees.

36. Glass, Thomas Eugene. A Descriptive and Comparative Study of American Indian Children in the Detroit Public Schools. Wayne State University, 1972. 290p. Adviser: Dr. August Kerber. 72-28,436.

This study concerns itself with American Indian children attending urban Detroit Public Schools. It asks several general questions about the socio-economic status, level of academic performance, intelligence, self-concept and comparative condition of American Indian children and their families living in urban Detroit.

The question of socio-economic condition is answered through employment of a socio-economic survey of Indian families, detailing employment conditions, housing, family composition, and educational backgrounds of Indian parents. Intelligence and achievement scores are compared with other Indian groups. Achievement scores are compared with those of black, poor white, and Spanish-speaking children in Detroit having similar socio-economic backgrounds as well as geographical proximity.

An entire section of the study is devoted to an examination of the Latin Community in Detroit and how it compares to the American Indian Community. The organization, functioning, and prospects of Latins in Detroit are dealt with as well as the cultural differences of Mexican-Americans that tend to affect their school performance.

A section on the self-concept of Indian children in Detroit uses a semantic differential and self-esteem inventory as psychological instruments to determine what is commonly thought to be the "self-concept".

The two previously mentioned instruments are the same as those used in the recent National Study of American Indian Education conducted under the direction of Professor Robert Havighurst of the University of Chicago. The intent of the sections of this study on achievement, intelligence and self-concept is to further expand the urban sample of the National Study, as well as discover the conditions of Indian children in urban Detroit schools.

A concluding portion of the study concerns itself with summarizing the collected data and making recommendations for programs and areas for further research.

In general, this study attempts to determine the extent variables usually thought to affect academic performance are found with Detroit American Indian children and their families.

## Attitudes and Behavior

37. Taylor, Floyd L. An Investigation of Environmental Conditions Which Characterize Indians in the Oklahoma City School District and a Background for Understanding Contemporary Indian Attitudes and Behaviors. The University of Oklahoma, 1968. 122p. Adviser: Professor Glenn R. Snider. 69-1995.

The problem of this study was to analyze selected environmental conditions and school-related problems which characterize Indians in the Oklahoma City School District and to develop recommendations for educational programming designed to improve opportunities for Indians.

This investigation, while primarily concerned with the Urban Oklahoma City Indian, also attempted to analyze conditions and influencing factors in the past history of the American Indian which might help in understanding their present condition.

The personal interview technique was used in interviewing one hundren randomly selected Indian families from the toal Indian population of the Oklahoma City School District as determined by the 1966 School Enumeration. An interviewer's guide was developed to serve as a check list for securing pertinent data. Special attention was directed toward identifying environmental factors which were representative of the Indian population of the urban Oklahoma City Community. Data concerning tribal ancestry, number in household, education level attained, years in Oklahoma City and at present address, and economic conditian of family was collected and analyzed. Personal visitations were also made with individuals, both Indian and non-Indian, who were particularly well informed regarding the problems of the Indian in Oklahoma City.

The inability of many urban Indians to realize the maximum utilization of available resources for the economic, social, and cultural advancement of their position appears to be one of the most urgent problems facing the Indian today. Educational achievement level of the urban Indian was considerably higher than that of the rural Indian as reported in an earlier study. Indian residents of Oklahoma City reported earning ability much above what normally might be expected from a disadvantaged minority. Indians in almost every case appeared willing to work and expected to work for their living.

Recommendations. Improved and expanded community services planned for releif of the Indian population should be developed to improve the conditions of the urban Indians.

Adult education activities with special attention given to health education, family finance, and consumer education are needed. The establishment of a counseling service utilizing personnel trained to assist with family planning, economic, social, and cultural problems should provide some relief in these areas.

A university program should be developed which offers formal training for individuals who are interested in working among Indians. This training would place emphasis upon Indian-oriented psychological training.

A pre-school program for Indian children could serve a twofold purpose, the relieving of the mother for training or employment and the enriching of pre-school experiences for the child.

The Johnson-O'Malley Act contributes almost nothing to assist the urban Indian. New legislation designed to provide needed assistance to the urban Indian should replace the outdated provisions for aid as prescribed in this act.

38. Crandall, Faye Elizabeth. A Cross-Cultural Study of Ahtena Indian and Non-Indian High School Students in Alaska on Selected Value Orientations and Measured Intellectual Ability. Clark University, 1969. 161p. Adviser: Helen J. Kenney. 70-11,182.

This study was undertaken to determine (1) if differences in values exist between the Ahtene Indian high school students and the non-Indian high school students of the Copper Basin in Alaska and (2) whether such differences are related to intellectual functioning.

The Full Scale Score from the Wechsler Adult Intelligence Scale (WAIS) measured intellectual ability.

The Value Orientation Schedule devised by Kluckhohn and Strodtbeck (1964) was adapted to the study groups to test Relational and Temporal orientations. A second measure from the Schedule yielded a Conflict score.

A Self-Identify Scale was derived from student responses to the question, "Who Am I?" and tested Relational orientation. A Student Interest Scale was derived from student responses to the question, "What do I like to do?" and tested Temporal and Interest orientations. An Intellectual Style Response Scale was developed from open-ended questions and tested levels of abstraction.

The dependent variable used was the Full Scale Score obtained from the WAIS.

Five independent variables were selected. Relational orientation was established as determining those individualistically oriented versus those more group oriented.

The Temporal orientation was established as determining those more future oriented versus those oriented to the present time dimension.

The Interest orientation was established as determining those responding with intellectually oriented choices.

Intellectual Style Responses were established as determining levels of abstraction.

Conflict was measured by choices made by the study population on the Value Schedule for themselves versus choices selected for their

reference group.

Twenty Indian students constituted a complete availability sample, twenty non-Indian students were selected as a control group. The data were set up on 2 x 2 contingency tables measuring the WAIS against the selected variables in three steps: (1) the WAIS N = 40 and the Variable N = 40; (2) the WAIS N = 20 and the Variable N = 40; (3) the WAIS N = 20 and the Variable N = 20.

Findings.

On the WAIS the non-Indian mean was 117.5 and the Indian mean was 99.4. The difference between the means for the two study groups tested at the .01 level of significance. The difference between the Verbal and Performance scores of the Indian group was also at the .01 level of significance.

On the independent variables the two groups indicated trends for those more individualistically oriented, more intellectually oriented and indicating higher levels of abstraction performed better on the WAIS. On the Conflict scale those Indian students indicating Tribal conflict performed higher on the WAIS. On the time dimension high WAIS Indian students selected a future orientation, high WAIS non-Indian students a present orientation.

39. Safier, Arno. Dual Minority Status, Group Identification and Membership Conflict: A Study of Black Jews. New York University, 1971. 126p. Adviser: Professor Lloyd Barenblatt. 71-24,811.

An example of sub-group formation is the dual minority group, those individuals who are members of a negatively esteemed, ascribed minority who choose to also affiliate with another minority group as their reference group. Black-Jews are studied in this research paper as an example of such a group.

In examining the dual minority concept the following questions come to mind:

1) How does the "dual" person feel about the individual ascribed and voluntary minority groups?

2) With which group does the "dual" person identify most?

3) Given a situation where "dual" members must choose between one group or another, which would they choose?

Congruity theory poses a framework by which these questions can be examined. This theory indicates that when a person is torn between two polarized assertions, he will find a position between the two in which to settle, and this position will be closer to the more positive assertion.

To examine the questions, an experiment was devised in which three groups, White-Jews, Black-Jews, and Black-Protestants were asked to rate "Jewish Americans", "Black American", "White Americans" and additional foreign born groups.

The rating scales used were a modified version of the Evaluative scale of the Semantic Differential. A second rating instrument was a test

of paried comparisons in which the individual is forced to make a choice between pairs of groups. In addition, the experimental groups were asked to rate three stories, the last of which had two main characters, a Jew and a Negro. In this last test, one half of each group received one of two forms of this last story. In oneform the Jew was the main character, in the other it was the Negro. The final instrument was a background information sheet.

The Black-Jews were the "critical" experimental group and the White-Jews and Black-Protestants were comparison experimental groups representing the respective dual minorities. The two critical stimulus phrases to which the experimental groups responded were "Jewish Americans" and "Black Americans".

The findings indicated that the Dual Minority group members were in a state of incongruity. They rated their ascribed membership group ("Black Americans") negatively and theirvoluntary membership group ("Jewish Americans") positively. These findings occurred both in the Evaluative scale and the test of paired comparisons, and both were statistically significant at the .01 level.

When the Dual Minority group members were placed in a position where they were to choose between a Black or Jewish person filling the story role, they chose the role rather than the person. Even though their scores did not differ significantly between one form and the other, the score itself was significantly closer to the score of the White-Jews. Both the Black-Protestants and the White-Jews scored in the expected direction, and significantly different from one another, when asked to choose between a Black or Jewish person filling the role in the third test. The Black-Jews appear to be more influenced by their belief system and reference group than their racially affiliated ascribed membership group, as was indicated by their rating scale scores.

The findings were interpreted as showing that these Dual Minority members rate their voluntary group higher than their ascribed group and will choose their voluntary group in a forced choice situation when no other option is given. However, when such a forced choice can be evaded, the "dual person will withdraw and seemingly avoid the confrontation. The general state of incongruity which seems to exist can be mollified by identifying more closely with the higher esteemed, voluntary membership group, as was suggested by Congruity Theory.

Before generalizations can be drawn, additional dual minority groups must be investigated and the source of confrontation be more equally balanced than occurred in this research design.

40. Winter, Kent Benjamin. Disadvantaged Secondary School Youth in Rural Iowa. The University of Iowa, 1971. 235p. Adviser: Professor L.A. Van Dyke. 71-30,508.

The problem of this study was to determine the incidence of disadvantaged youth of secondary school age in four rural Iowa counties and to compare their aspirations, attitudes, community backgrounds, and educational progress with those of a representative sample ofnondisadvantaged secondary school youth living in the same four counties.

Economic and demographic profiles were developed for each of the four counties. Information about the schools was provided by school personnel. The identification of the total group of disadvantaged youth, the selection of an equal number of nondisadvantaged youth, and the administration of the questionnaires was done by school officials in each of the twelve participating schools. Students in grades 9-12, both boys and girls, and drop-outs who would have been in these grades comprised the student sample.

The two rural counties in southern Iowa, when compared to the two rural counties in northern Iowa, have a much lower proportionate amount of financial resources and they are losing population at a much more rapid rate.

The secondary schools in the southern counties rank lower than the northern counties' schools on a number of factors including teacher qualifications, age of facilities, and opportunities for post-high school education or training.

The percentage of disadvantaged students as defined in the southern counties is 19% of the total group of youth who are of secondary school age as compared to 09% in the northern counties. When the total group of disadvantaged and nondisadvantaged youth were compared involving a number of variables, significant differences were found in: their amount of extra-curricular participation, their attendance at cultural events, their willingness to assume socio-civic responsibilities, their general attitude toward school, the number of unpleasant experiences they have had with other students, their attitude toward teachers, their feelings about the relevancy of subjects to their needs, their attitude toward school discipline, their frequency of failing marks, their grade-point averages, their scores on achievement tests, and their length of time enrolled in the same school system. The disadvantaged youth fall below or are more negative on each of the above variables.

The disadvantaged youth feel their chances of attaining occupational success are much less and they have significantly lower idealistic and realistic occupational and educational aspirations.

The drop-outs compare almost identically to the disadvantaged in-school youth on almost all the variables used in this study.

The youth living in the southern counties are significantly below the youth in the northern counties in: their extra-curricular participation, their involvement with counselors, their attitudes toward discipline, their achievement test scores, and their length of residency in the same school district.

Almost 50% of the youth currently live on farms but only 17% of them expect to live on a farm as an adult.

Disadvantaged rural youth of secondary school age in Iowa fall far below other students in educational progress, in their level of educational and occupational aspirations, and in their level of motivation to succeed. These factors are apparent even though these youth attend the same schools. The outlook is particularly bleak for disadvantaged youth living in southern Iowa. The percentage of disadvantaged youth in the population is twice as high, the economic resources are fewer, the school personnel have less formal training, the population loss is greater, and the educational and occupational opportunities are fewer.

The negative environmental and educational factors affecting disadvantaged youth dictate the need for different approaches in the schools and the infusion of outside resources to give these youth an opportunity to break the cycle of remaining disadvantaged.

41. Beuf, Ann Hill. The Inner Alcatraz: A Study of Racial Attitudes in American Indian Pre-School Children. Bryn Mawr College, 1972. 366p. 73-5887.

The study examines racial awareness, racial preference and racial self-identification in 95 Anglo and 117 American Indian children from three to five years of age in the southwestern and midwestern United States. The children's responses to a doll choice and story telling test are considered with regard to their race, age, sex, social class, geographical region and integrated or segregated pre-school experience. Within the Indian group, the relationship between the dependent variables and those of tribe, appearance, parental activism and urban or reservation residence are also examined.

In the research, each subject was asked to help the interviewer tell a story. As the interviewer told the story, the child was encouraged to act it out with small flexible dolls and a doll-house set. The story was structured in such a way that the roles of characters in the narrative represented positive or negative values - "the pretty and neat child," "Daddy's friend," etc. The child chose a doll to play each role from a pair of identically dressed dolls which differed only in skin color. Two of the roles were boys (or girls) who were described as looking just like the subject; thus, he was also required to select a self-image.

The subjects' color matching ability was tested by performance on the matching of families of dolls and knowledge of racial terms was determined by the ability to indicate the two "Indians" from a group of four dolls.

Subjects were also given an opportunity to pair dolls first by either dress or race, and later by either sex or race. Their structuring of this ambiguous situation provided an indication of how salient race was to them.

Additional color matching tests included the ability to match picture families of blacks, Indians and whites. Also, the child was required to match the Indian doll to the correct picture family.

Fifty-five Indian children from an Indian community south of Phoenix, Arizona took part in the study as did forty-two children from a Nebraska tribe, half of whom were interviewed on their reservation and half of whom now reside in Lincoln, Nebraska. A small number of Indian children from a South Dakota reservation were also tested. The white control group consisted of children from Phoenix, Arizona; and Lincoln, Nebraska.

Significant differences were foundbetween the white and Indian children on the color-matching and salience indices. Whites were better able to make doll families, picture families and to match the Indian doll to the Indian picture. They also evince more concern with race, and structure the pairing situation by skin color rather than by dress or sex. Indian children, however, exhibited slightly higher knowledge of racial terms.

Indian children exhibit lower own-race preference and identified themselves racially less correctly than whites did. Age increases the tendency to prefer white in both groups.

Within the Indian group, few significant differences in racial awareness or attitudes emerge. The southwestern tribe evinces more awareness and more accurate identification, but less own-race preference. A non-significant but consistent tendency appears for children who have both parents active in Indian organizations or tribal affairs to prefer their own race more often than children who have no parents or only one parent engaged in such activity. These children also identify themselves racially more correctly. The same general pattern obtains for reservation children, although their performance is not significantly better than that of urban youngsters. Neither the child's appearance nor sex contribute to difference in awareness or attitude in the Indian group.

The lack of a significant relationship between the awareness items, on the one hand, and the preference and self-identification items on the other, indicates that low own -race preference and self-identification cannot be attributed solely to low awareness of racial differences, but may reflect affective responses to racial status.

It is suggested that there are sociological sources to the misidentification and lower own-race preference of the Indian children, among them the lack of viable, non-menial, economic roles for

adult Indians, and the unfavorable image of the Indian which is conveyed by white culture, particularly the mass media.

42. Braithwaite, George Holbrook. Factors Related to Student Attitudes Toward Senior High School Advisory Committees. University of Miami, 1972. 76p. Adviser: Dr. John W. Maguire. 73-5835.

The purpose of this study was to investigate student, teacher and administrator attitudes toward three student advisory committees created by the Dade County, Florida, School Board. A Board policy directed secondary school principals to implement the committees in the areas of (1) student behavior, (2) race/ethnic relations and (3) student-administrator communication. The study attempted to determine relationships among students' attitudes toward the advisory committees, and three committee control factors which were combined with several student and school interest factors. Advisory committee control factors were (a) Rated committee effectiveness in dealing with student-centered grievances. (b) Rated student use of the committees and (c) Methods for selection of students for service on the committees. The interest factors were (1) students' age, race, sex, and ability to name committees, and (2) schools' racial/ethnic and socio-economic composition.

The study also attempted to determine whether administrator and/or teacher attitudes toward the committees would predict student attitudes twoard the committees.

The Student Advisory Committee Attitude Questionnaire was administered to 27 administrators, 52 teachers and 414 twelfth grade students in the six Dade County Public Senior High Schools that agreed to particpate. Student interest factor data were obtained directly on the Questionnaire. Committee control factors and school interest factors data were obtained from interviews with selected administrators, student activity directors and student members of the advisory committees in the six schools.

The Clyde (1969) program for Multivariate Analysis of Variance on Large Computers and the BMD 02R were used to analyze the data.

Findings

1. Students over 18, Spanish-surnamed students, and students who identified all three of the advisory committees by name have significantly more negative attitudes toward the advisory committees than do their peers. 2. A majority of students cannot identify the advisory committees by name. 3. Methods for selecting students for service on the committees, and the schools' racial/ethnic and socio-economic compositions have no significant bearing on student attitudes toward the advisory committees. 4. Teacher attitudes toward the advisory committees are better predictors of student attitudes toward the advisory committees than are those of administrators.

Conclusion

The three advisory committees ordered by the School Board of Dade County, Florida, and implemented by the senior high school principals have not fulfilled the needs of all the students they were created to serve.

Recommendations

The school-life needs of Spanish-surnamed students and older students should be more thoroughly ascertained and understood if the student advisory committees are to become meaningful to them.

A comprehensive communication program regarding the student advisory committees and the students' role in and with the committees should be carried out in the senior high schools.

More definitive research is needed in the area of the advisory committees. Studies should be conducted in specific schools with the three committees evaluated as separate entities.

Research should be undertaken to define the role of the traditional student council as it related to the roles of the student advisory committees. It needs to be determined if the whole arena for student participation in school management should be reorganized.

43. Burns, John William. A Comparison of Selected White with Black Children Regarding the Development of Justice as Reflected by Responses to Piagetian Child-Adult Political Authority Situations. State University of New York at Buffalo, 1972. 139p. 72-23,518.

The study has been designed for use in determining the degree to which the Piagetian developmental model is applicable to an examination of the development of the concept of justice when this concept is extended to the realm of political authority. Of further interest has been the extent to which the notion of justice is associated with racial setting.

It was hypothesized that grade level sequence would reflect progressive development with regard to childrn's concepts of justice in situations where they responded to interaction between a child and an adult authority. It was further hypothesized that white and black children in racially segregated public school classrooms would react differently. It was anticipated that the political status of the authority in question would affect children's responses as would intelligence.

A series of items, based upon the Piagetian approach to children's conceptions of justice in child-adult authority situations, was constructed. In order to compare children's reactions to authority figures familiar authorities and thos political authorities most salient to children, the policeman and the President, were represented. The items were tested on individuals and small groups of elementary

school children, revised, administered to 126 second, fourth, and sixth graders, and revised again to form a Group Measure of Justice consisting of 27 items. The items represented Piagetian justice classifications to which children were directed to respond according to the following scheme:

Retributive justive vs. distributive justice (9 items)
Retributive justive vs. " pure " distributive justice vs. equity (9 items)
Expiation vs. reciprocation vs. distribution (9 items)

Within each of the classification schemes three of the authorities represented were familiar and six were political (equally distributed between policeman and President).

An Individual Measure composed of nine items corresponding to each of the combinations identified above was to be utilized as an indication of concurrent validity.

The population selected for study consisted of 413 children in grades 2,4, and 6 attending two white and two black segregated schools servicing the blue collar portion of an urban community.

Two children from each of the twenty-four classes utilized were interviewed using the Individual Measure before the Group Measure was administered to all children. Several days later abbreviated forms of the Cattell Culture Fair Intelligence Tests were administered in half of the black and half of the white classes at each grade level.

Findings

Chi-square analyses significant at the .05 level were utilized in determining that there are differences between children in grades 2,4, and 6 regarding their concepts of justice in situations corresponding to those examined. Findings in the retributive-distributive-equity classification are excepted from this conclusion.

Whereas some differences associated with racial setting appeared, the results were inconsistent and the extent to which any conclusions can be drawn is limited.

Evidence was produced which may be used to indicate that children tend to perceive political authorities in interaction with children as just more frequently than is the case for familiar authorities in corresponding interaction. The President consistently drew the largest percentage of highest level responses indicating that children are likely to endorse his behavior more frequently than they endorse corresponding behavior of the other authorities treated.

It is important not only that teachers recognize that with age children become progressively more discriminating when conceptualizing justice in situations in which adult authorities are interacting with children but that they realize that by the time children reach second grade a large proportion of them have reached high levels of maturity in such conceptualization.

Findings regarding the degree to which children discriminate between authorities when developing a concept of justice are directly relevant to the social studies programs in most public schools; however, the decision as to how the information is to be utilized must ultimately reflect the pedagogical and philosophic commitment characteristic of the institutions in question.

44. Dusewicz, Russell A. Student Attitude Factors Affecting Achievement in the Urban School. University of Delaware, 1972. 241p. 72-20,521.

America's urban centers represent a major source of neglected and underdeveloped human resources. The tragically inferior quality of elementary and secondary education, typical of these areas, serves as a primary contributor to the social and economic determinants which have created this condition. Today, more than ever before, education is being charge with substantial responsibility in the shaping of society. With this responsibility comes a challenge: the challenge of satisfactorily educating the urban child who begins school at a relative disadvantage, and continues to extend this deficit to a chronic state of underachievement terminating generally in educational and occupational failure.

To accept this challenge first requires a determination of student attitude factors which affect student achievement within the urban school, and the relative extent of their influence upon it. This initial step, as it concerned student-centered factors affecting student achievement, was the primary concern of the present study.

A student attitude questionnaire, containing forty-five variables that were developed on the basis of the results of a Pilot Study, was administered in December to a sample of 1782 fourth and sixth graders of a fairly typical urban school district. The Comprehensive Test of Basic Skills in the fourth grade and the California Achievement Tests in the sixth grade were administered in October and May of the school year. Stratification of the sampleby IQ, SES and race, was undertaken and separate analysis performed where statistically significant inter-strata differences were indicated.

Factor analysis of the forty-five questionnaire variables yielded five factors corresponding to five originally hypothesized constructs: Family and Home Environment: Self-Concept; Peer Group Effects; Attitude Toward Teacher; Attitude Toward School in General. A total of thirty-two variables which loaded most highly and uniquely on these factors were then combined appropriately into summated factor scores. The factors were then used as predictor variables in separate step-wise multiple linear regression analyses with pre-post student achievement gains in reading, language and arithmetic as the respective criterion variables. Results indicated the emergence of the Attitude Toward School in General Factor as a consistently significant predictor in all three achievement areas, with the Self-Concept Factor and the Peer Group Effects Factor achieving specific significant predictive relationships for reading achievement gain and language achievement gain, respectively.

General conclusions were drawn from these results, and a discussion of the findings followed in terms of limitations of the methodology and homogeneity of the sample.

45. Feeley, John T. Interest Patterns and Media Preferences of Boys and Girls in Grades Four and Five. New York University, 1972. 180p. Adviser: Professor Charles F. Reasoner. 72-20,628.

This study sought to identify and describe the interest patterns and media preferences (print and television) of 532 boys and girls in grades four and five by subjecting their responses to an interest inventory, developed by the investigator, to separate factor analytic and analysis of variance procedures. The former procedures were used to cluster degree-of-interest responses into larger groupings that could be rank-ordered to describe the interest patterns of the sub-groups; the latter procedures were used to compare the cluster scores of the sub-groups to see if they varied according to race or socioeconomic status. Sex as a factor was determined by inspection of boys' and girls' rank-order patterns. Socioeconomic classifications (SES) were determined by the Index of Socioeconomic Status.

The results may be summarized as follows:

1. Boys' responses clustered into eight groupings, here presented in rank-order of popularity-sports, excitement-fantastic, recreational, excitement-realistic, informational, fantasy-comedy, social empathy, and artistic.

2. Girls' responses clustered into nine groupings; in rank order, they were-social empathy-fun and excitement, fantasy, social empathy-people and problems, recreational, hobbies-artistic, excitement-realistic, social studies, science, and sports.

3. Race accounted for statistical differences that did not prove to be substantive since the interest and media preference patterns of the blacks and non-blacks were very similar.

4. Socioeconomic status accounted for statistical differences between some of the cluster scores of the sub-groups, and one of these differences (fantasy) appears to be substantive since the higher scores for the fantasy clusters registered by lower-SES boys and girls were reflected in their interest and preference patterns.

5. Separate, across-clusters analyses of variance of the Read and Watch preference scores revealed that girls had a Read score that was significantly higher than that of the boys; SES I non-blacks had a Watch score that was significantly higher than those of the other two SES levels.

6. Analyses of variance, repeated measures design, of the Read and the Watch preference scores of all the boys and girls for their respective cluster revealed higher Watch than Read scores for every content cluster.

Conclusions

1. Sex continues to be a major determiner of middle-grade children's interests. Boys like sports, excitement, and informational content while girls prefer social empathy, fantasy, and content dealing with their recreational interests. Boys are least interested in fantasy, social

empathy, and artistic content; girls are least interested in sports, science, and social studies.

Since the boys' and girls' media preference patterns closely resemble their interest patterns, it would seem that Kimmelweit's hypothesis that children have an underlying pattern of interests that extend through all media has been confirmed.

2. Race does not seem to be an important factor affecting children's content interests.

3. Socioeconomic status does appear to be a factor influencing children's interest in fantasy. Lower-SES children prefer fantasy more than do middle-and higher-SES children.

4. Girls prefer to read more than do boys; lower-SES non-blacks prefer to watch more than do middle- or higher-SES non-blacks.

5. Both boys and girls prefer to watch rather than to read all types of content described by the clusters.

6. Schramm's theory that children look to print to satisfy informational needs and to television to satisfy fantasy and entertainment needs was partially supported in that within the Read preference patterns some informational clusters ranked higher than they did in the Watch preference patterns even though, cluster for cluster, the Watch scores were significantly higher than the Read scores.

7. Because of the racial and SES characteristics of the sample, it may be possible to generalize the findings not only to similar suburban communities but also to larger urban centers like New York City.

46. Iannuzzelli, Robert D. Education for the Disadvantaged in France and the United States. Miami University, 1972. 125p. 73-1316.

Education for the Disadvantaged in France and the United States is a descriptive study which utilizes an adapted version of Eichhorn's socio-psychological model to analyze and interpret the behavior of the disadvantaged child in France and the United States and to propose guidelines for his education in both countries.

Objectives of the Study

(1) To analyze and interpret the behavior of the disadvantaged child in France and the United States. (2) To show that the behavior of the disadvantaged child in France is similar to the behavior of the disadvantaged child in the United States. (3) To formulate guidelines for education that meets the needs of the disadvantaged in France and the United States.

Procedure

An adapted version of Eichhorn's socio-psychological model is used as a basis for analyzing and interpreting the research findings and writings of selected French and American psychologists, sociologists, and educators on the behavior of the disadvantaged

child. This behavior is described as having two dimensions, an environmental with cultural, social and economic factors, and a personal dimension with physical, cognitive and affective factors. It is from this description that it is determined that the behavior of the French and American disadvantaged child is similar.

Similar to the technique used by Eichhorn when he constructed a model for the middle school, this study uses the property of isomorphism to formulate guidelines for the education of the disadvantaged child in France and the United States. Education is described as having the same two dimensions and six factors as behavior. The guidelines for these dimensions and factors are determined by the corresponding dimensions and factors of the disadvantaged child's behavior.

Assumptions

(1) That behavior can be explained in terms of Eichhorn's model. (2) That needs can be deduced from the variance between actual behavior (as explained in terms of the model) and that which is expected by dominant society. (3) That the societies of France and the United States have the philosophical need to provide truly equal educational opportunities for all their citizens as well as the practical need to develop their human resources. (4) That the major objective of public education is to meet the philosophical and practical needs of society and the environmental and personal needs of all the students. (5) That the behavior of the disadvantaged as well as the norms of society from which thisbehavior diverges is accurately described by the selected French and American sociologists, psychologists and educators.

No attempt is made to canvass, describe or evaluate current education practices for the disadvantaged in the public schools in France and the United States. The guidelines are limited to conclusions deduced from the description of the disadvantaged child's behavior.

The stidy is significant because of the importance of the problem of meeting the needs of the disadvantaged in France and the United States. Removing the problem of educating the disadvantaged from the confines of racial, religious, ethnic and even national considerations gives a broader interantional perspective to what has been considered in both France and the United States a strictly national problem.

47. Katz, Marlaine Elizabeth Lockheed. The Effect of Increased Classroom Participation on Lower Class Students' Sense of Attitudinal Modernity: An Exploratory Study. Stanford University, 1972. 72-20,814.

Researchers investigating attitudinal modernity have characterized it along a variety of dimensions. One dimension common to these characterizations is the individual's sense of control over organizational institutions affecting his life. A consistent finding of these studies is that lower status individuals hold attitudes reflecting a low sense of control over such institutions. Other research has documented that a task experience can produce a relevant attitudinal change, and that this shift in attitude is generalizable from one context to another. This study investigates 1) the relationship between a child's position in the power and prestige order in the classroom academic environment and the same child's degree of attitudinal modernity, and 2) the relationship between a lower status child's experience of an increase in power and prestige in the classroom and an increase in that child's attitudinal modernity.

One hundred eighty sixth grade students in four integrated lower income schools were 1) observed in the classroom, 2) administered a questionnaire, and 3) interviewed. Task-related academic discussions were observed. Student power and prestige in the classroom was measured by the number of task-related comments contributed by the student. The observers coded verbal behavior into four modified Balesian categories: performance outputs, action opportunities, positive evaluations and negative evaluation. Student hand raising was also recorded. The questionnaire asked for student background information, and included items measuring degree of general student attitudinal modernity, sense of political control, sense of occupational control and expectation for success. The interview protocol included items measuring student sense of control over the classroom, the school, future schooling, future occupation and the government. At two schools the data set was collected once; at the other two schools, the data set was collected at two time periods in order to measure change.

Scales measuring sense of political control, sense of occupational control and general modernity were developed from items on the questionnaire. Scales developed from the interview items were discrete methodological reasons.

The results indicate that, first, there was a strong relationship between power and prestige in classroom academic discussions and attitudinal modernity. High verbal initiation was positively associated with high sense of control in the areas of occupational control, general modernity and expectation for success. Sence of political control was not related to high verbal initiation.

Second, there was no relationship between change in power and prestige in the classroom academic discussions and change in attitudinal modernity. Increase in verbal initiation was not association with increase in sense of control on any dimension.

Status characteristic theory suggests that certain external status characteristics, such as race, sex, and social class, might relate to the sense of power and prestige order of individuals engaged in group discussions of academic material. External status characteristics were found to be useful predictors of verbal initiation; after controlling for their class status, relationship between verbal initiation and sense of control was significant only for the dimension of occupational control. In schools where measurements were made twice, being low on the status characteristics "race" and "sex" related to decline in verbal initiation, while being low on the characteristics "race " and "social class" related to decline in degree of attitudinal modernity.

Membership in certain classrooms was a significant predictor of change in attitude. Classroom membership was a more significant predictor of change for low income students than for their middle income classmates.

This study demonstrates the powerful effect of the external factors in determining what occurs in schools, both in predicting the student participation in academic discussions, and in determining the attitude of students. It also suggests that classroom interaction patterns merely suggest differentiations occurring in the larger society.

48. Matthies, Bernard Dean. Independence Training, Hostility, and Values as Correlates of the Achievement of White and Indian Students. The University of Nebraska Teachers College, 1965. 132p. Adviser: Professor Warren R. Baller. 65-10,788.

Four cultural groups -- Omaha Indians, Winnebago Indians, and two groups of white subjects representing contrasting cultural environments -- were utilized in this study for the purpose of determining: 1) the relationship between a student's academic achievement and each of three independent variables -- independence training in childhood, the student's manifest hostility, and his achievement value orientation; 2) the differences in independence training, hostility, and achievement value orientation among the different cultural groups; and 3) the similarity between Indians and whites living in the same community with respect to the three main independent variables.

One hundred four male students enrolled in grades six, seven, and eight served as subjects for this study. Also included as subjects were the 104 mothers of the students. An initial investigation was conducted to determine the applicability of the measuring instruments.

An Achievement Quotient was obtained for each student by

computing the ratio of his deviation score on the Porteus Maze Test to his deviation score on the S.R.A. Achievement Test. Measures of hostility and values were obtained for each student with adapted versions of Siegel's Manifest Hostility Scale and Kluckhohn's schema for assessing value orientations. The mother of each student was individually interviewed to obtain responses to an adaptation of Winterbottom's index of training in independence and mastery.

Nine major hypotheses were tested using the Pearson r, analysis of variance, and t-tests.

Results

1. Six of the thirty-two coefficients, obtained incorrelating the students' academic achievement with the independence training variables were significant. Five of the six correlations were negative.

2. None of the correlations between the students' hostility and their achievement was significant.

3. A high positive correlation between achievement values and achievement performance was found for white students in Blair; a high negative correlation was found for Omaha Indian students.

4. Significant differences were found among the four groups on six of the eight measures yielded by the independence training questionnaire.

5. Student subjects were found to represent four distinct populations in terms of the hostility they revealed. No differences were found with regard to the achievement value revealed by the students.

6. A significant similarity between white and Indian mothers in the Winnebago community, as compared to other white mothers, was found on only three of the eight independence training measures.

7. A significant similarity between white and Indian students in the Winnebago community was found only for manifest hostility.

Conclusions

Differences among the four observed groups indicate that, for these groups, white mothers are more demanding, expectant, and intense in the training of their sons than are Indian mothers, and Indian students reveal more hostility than do white students. The white population of Winnebago is no more like the Winnebago Indians than are other whites with the exception of the amount of hostility revealed by the students.

No significant relationship was found between the independence training a student receives in childhood and his academic achievement, and no differences were found among the four groups with regard to achievement value orientation. Further research seems to be desirable to determine whether the operation of extrafamilial influences significantly modify the relationship between independence training and achievement, and to determine whether the achievement

revealed by the Indian students is in fact a measure of introjected cultural and familial values or a reflection of fantasy resulting from adverse cultural influences.

49. Paavola, James Carroll. A Conceptual and Experimental Analysis of the Effects of School Rewards on Children's School Satisfaction. The University of Texas at Austin, 1972. 149p.
Adviser: Beeman N. Phillips. 73-7612.

An alternative interpretation of the school performance-school satisfaction relationship was conceptualized and served as the basis for this study. The study was concerned with determining the effects of experimentally increased teacher manipulatable rewards on pupils' satisfaction with their overall school experience. Satisfaction with school was assessed by means of adapted versions of the Michigan Student Questionnaire and the Student Opinion Poll. These tests were administered to 225 fifth and sixth grade Anglo-American, Mexican-American, and Afro-American pupils. On the basis of their low scores on these measures of school satisfaction, sixty pupils (thirty experimental and thirty control) were selected for inclusion in the experimental aspect of the study. Behavior modification-based triadic teacher consultation was employed to systematically increase rewards for the thirty experimental pupils. The resultant increases in the experimental pupils' school satisfaction scores were found to be statistically significant when compared with those of the control group. Further analyses of these results revealed significant increases in school satisfaction scores for female and Anglo-American pupils, but not for male or Mexican-American pupils. Significant increases were found for both fifth and sixth graders. Several correlates of school satisfaction were also investigated. Significant negative correlations were found between standardized achievement sub-test scores and school satisfaction. No significant correlations were found between GPA and school satisfaction. Females were more satisfied with school than males; fifth graders were more satisfied than sixth graders. There were no significant differences in reported school satisfaction for Anglo-American, Mexican-American and Afro-American pupils. The results of this study lend support to the above alternative interpretation of the school performance-school satisfaction relationship, and to the efficacy of the use of behavior modification-based triadic teacher consultation as an experimental intervention technique.

50. Pink, William Thomas. Social Class, School Status, Student Comment, and the Educational Experience. University of Oregon, 1972. 210p. Adviser: Grace Graham. 72-28,175.

This study is an analysis of the influence of a student's social class vis-a-vis his status in school upon his attitudes and behaviors. Two major theoretical perspectives are compared and contrasted in terms of which best interprets the student's in-school attitudes and behaviors and post-school pursuits.

An analysis of the findings of several researchers who subscribe to the social class perspective (e.g. Hollingshead, 1949; Lynd and Lynd, 1929) reveals eight specific domains of student experience as of major importance in the school milieu (i.e., The Academic Arena, Self-Evaluation, Affect Toward School, Extracurricular Activity, Parental Influence for College Attendance, The Peer Group, and Delinquency). Researchers have argued that the impact of social-class origins will be found in these domains. That is, social-class oriented researchers contend that a student's social status is most influential in determining his school-related attitudes and behaviors.

In challenging the traditional emphasis on social class, several contemporary researchers (e.g. Hargreaves, 1967) have argued that the student's official status in the school is a strong indicator of his school-related attitudes and behaviors. Still others (e.g., Stinchcombe, 1964) have argued that school status is, in fact, a better indicator than social class.

The study systematically examines the three hypotheses arising from the previous research. First, that a student's social-class origins are a good measure of his in-school attitudes and behaviors. Second, that a student's school status is a good measure of his in-school attitudes and behaviors. And third, that a student's school status is a better measure than his social class of the same attitudes and behaviors.

Data for the study were drawn from the Marion County Youth Study, an ongoing longitudinal investigation of adolescents in the Pacific North-west. In 1964, a 25 per cent random sample of 309 male sophomores was taken from a total population of 1227 enrolled in the high schools of Marion County, Oregon. Interviews conducted by project staff members and questionnaires were used to gather information over a wide range of demographic, school, family, peer, and work variables.

The data indicate relatively weak support for the position taken by the researchers subscribing to the social-class perspective. A student's school-related attitudes and behaviors are clearly not a function of his social class origins (as measured by father's occupation). Far stronger support is found for the school-status interpretation (using grade point average as the measure of status). The school-status perspective is then refined in terms of a complex measure of student

commitment to the school. A four-factor index of commitment comprising grades, college plans, self-evaluation, and extent of extracurricular participation is found, however, to be no more predictive than the single item measure (i.e. GPA) of student attitudes and behaviors. Although GPA is the most powerful single-item measure, the concept of student commitment has, it is reasoned, considerable theoretical utility.

In analyzing the students' post-school pursuits, a somewhat different pattern emerges. Whereas commitment is found to be significantly related to career options (the higher the level of student commitment to the school, the greater the likelihood of college attendance), social class assumes some importance by modifying the relationship between commitment and career. Finally, some comments are made concerning the implications of the investigation in terms of alternative grading and grouping practices.

51. Ramsey, Gene Albion. Self-Disclosure Patterns Among Selected Black and White High School Students. Auburn University, 1972. 84p. Adviser: Hugh H. Donnan. 72-23,627.

The present study explored self-disclosure patterns as measured by the Jourard Self-Disclosure Questionnaire among selected high school students in terms of race, sex, and socio-economic backgrounds. The study further investigated self-disclosure trends of students with key relationships within the school setting, namely, peers, counselors, and teachers.

Two hundren juniors and seniors (100 blacks and 100 whites) in three high schools in East Alabama were matched for race, sex, and socio-economic status and were given a modified version of the Jourard Self-Disclosure Questionnaire. Eight criterion groups (N=25) were established.

Questions asked in this study were stated in the form of one general research hypothesis, namely, that self-disclosure scores among a selected sample of high school students are significantly ($p < .05$) related to race, sex, and socio-economic status. An attempt was made to further delineate answers to these questions:

1. Are self-disclosure patterns of male and female black and white students significantly different?

2. Are broad socio-economic background differences related to differences in self-disclosure patterns among students?

3. Are race, sex, and socio-economic status important discriminator variables in students' hierarchical preferences of target-persons (male friend, female friend, school counselor, and teacher) for self-disclosure?

A 2 x 2 x 2 factorial analysis design and critical difference scores were used to determine differences in self-disclosure scores.

An analysis of variance of total self-disclosure scores suggested that whites disclosed more than blacks, and females disclosed more than males. Socio-economic status was the only variable that was nonsignificant.

An inspection comparing group means indicated that the following disclosure patterns emerged among the four target-persons in rank order from high to low: (1) female friend, (2) male friend, (3) teacher, and (4) counselor.

52. Robertson, John William Peyton. A Study of the Attitude Changes of the Participants in an Intercultural Education Program as Measured by the Gillette Racial Attitudes Test. University of Virginia, 1972. 133p. Adviser: Dr. Richard L. Beard. 72-26,269.

This study was concerned with the effects of an intercultural education program on the attitudes of black and white high school students. The study was designed to determine:

Whether or not the attitudes of participants in the intercultural education program changed in the direction of increased tolerance for each other.

The study was limited to 48 participants; 12 white students and 12 black students in an experiemental group and 12 white students and 12 black students in a control group. They were randomly selected.

A racial attitudes test was administered as a pretest and posttest to all program participants to afford measurement of changes in tolerance among those in the experimental groups and to show contrasts made between experimental and control groups. The specific analyzed was the mean change in racial tolerance between a pretest and posttest administered to each S. The t test was chosen to test three hypotheses and the E used the .05 level of confidence as a basis of rejection.

Although the experiment showed that no statistical support could be found for the stated hypotheses at the chosen level of confidence the E made certain observations which indicated intercultural education can change racial attitudes in the direction of increased tolerance.

The conclusions drawn from the findings were:

1. There was no significant change in the attitudes of participants during the Intercultural Education Program.

2. Based on the observations of the E, intercultural education can be instrumental in reducing tension and conflict among social groups.

3. There is a need for inter cultural education in public high school systems where social group settings are predominately ones of racial separateness.

53. Saba, Robert George. The Effects of Two Behavior Modification Techniques on Behavior, Attitudes and Grade Point Averages of Fifth and Sixth Grade Pupils Identified as Consistently Off Task. University of Southern Mississippi, 1972. 97p. 73-5579.

Statement of the Problem: This study was conducted to evaluate and compare the effects of: (1) Model-reinforcement group counseling with consistently off-task fifth and sixth grade pupils, and (2) Model-reinforcement group counseling in combination with classroom behavior management with consistently off-task fifth and sixth grade pupils.

Sample: The sample population was chosen from three elementary schools in Hattiesburg, Mississippi and two elementary schools in Forrest County, Mississippi, which had a combined enrollment of approximately 1,100 pupils in the fifth and sixth grades.

Procedure: The administrations of the school systems of Forrest County, Mississippi and Hattiesburg, Mississippi indicated schools which contained a large number of pupils with consistently off-task behavior. The schools which were chosen to participate were from predominantly lower socio-economic areas. From these schools, a total of sixteen teachers of fifth and sixth grade pypils were randomly assigned by groups of four to one of four experimental groups: model-reinforcement, model-reinforcement in combination with classroom behavior management, placebo control group, and no treatment control group. Selection of pupils in each group was based on the teacher's identification of the twelve most consistently off-task pupils in her class. This list of twelve was reduced to six through the systematic rating of behavior by a trained classroom observer.

Preceding the start of treatment, five doctoral students received training in the Madsen observation technique and classroom behavior management technique, as well as in facilitating a model-reinforcement group. These counselor-consultants were then randomly assigned to each of the treatment groups. Teachers who were randomly chosen to participate in the combination treatment were also pretrained in the Madsen observation technique and classroom behavior management technique.

Treatment in Group $E_1$, the model-reinforcement group, consisted in removing the six chosen pupils from the regular classroom and reassembling in a vacant classroom. The groups met for one-half hour per week for ten weeks. The sessions were spent in the modeling of appropriate classroom behaviors by a chosen leader of the group, who was immediately rewarded for his successful performance of the target behaviors. Following the modeling, the entire group practiced the

modeled behavior according to a prearranged schedule which progressed from fixed interval to variable interval to intermittent. The successful completion of any practice behavior was rewarded. Rewards consisted initially of candy and verbal praise, but progressed to verbal praise alone by the second session.

In the combination treatment of model-reinforcement with classroom behavior management ($E_2$), in addition to allowing six of their pupils to undergo group treatment, the teachers used the Madsen classroom behavior management approach in their classes. Utilizing this management approach, each teacher verbally rewarded any on-task behavior or ignored the off-task behavior. In effect, the goal of this combination treatment was to provide training in the appropriate on-task classroom behaviors, and then to provide reinforcement for the expression of on-task behavior in the classroom.

In addition to a no treatment control group, a placebo control of career education lessons was also utilized. This group served as a control for the possibility that any special attention or non-specific treatment given a group may, by itself, be responsible for a significant finding.

In order to evaluate the effects of the experiment, the following data procuring procedures were followed at the beginning of the study and at the culmination of ten weeks of treatment:

1. Observations of classroom on-task and off-task behavior for all four experimental groups;
2. A Grade Point Average Form completed by all teachers; and
3. Scores on the Demos D Scale as a measure of attitudes toward school.

Following the treatment period, the data were treated statistically by an analysis of covariance. In instances when significant differences were indicated, Dunn's test for multiple comparisons was employed to determine between which groups significant differences occurred. The five percent level was accepted as statistically significant.

Findings: The findings indicated:

1. On the variable of on-task classroom behavior, improvement occurred at the .01 level of significance between the model-reinforcement group as compared to the control groups.
2. On the variable of on-task classroom behavior, improvement occurred at the .01 level of significance between the model-reinforcement group in combination with classroom behavior management as compared to the control group.
3. On the variable of grade point averages, improvement occurred at the .05 level of significance between the model-reinforcement group in combination with classroom behavior management as compared to the no treatment control group.
4. No statistically significant differences were found between: a. the model-reinforcement group and the control groups on the variable of grade point averages; b. the treatment groups and the control groups on the variable of attitudes toward school;

c. the treatment groups when compared to each other.

Conclusionsions: From the results of this study it appears that when consistently off-task fifth and sixth grade pupils of predominantly lower socio-economic areas are (1) given the opportunity to participate in model-reinforcement groups or (2) given the opportunity to participate in model-reinforcement groups in combination with classroom behavior management, on-task behavior increases. Further, when given the opportunity to participate the combination technique, grade point averages also increase.

54. Schuster, John Robert. Anomie, Aspirations, and Delinquency: Implications for Education. The University of New Mexico, 1972. 150p. 72-30,735.

The problem of this study is how can youth who have accepted deviant behavior as a pattern be identified. This study investigates relationships among anomie, aspirations, delinquency, and educational achievement, and it theorizes that students who are not anomic, hold high aspirations, and achieve normally in school will not exhibit deviant behavior as a pattern. The antithesis of the theoretical statement is also proposed.

Eleventh grade students in two Albuquerque Senior High Schools are used as the sample. Subjects completed a questionnaire that included: (1) information on present social class, (2) information on student aspirations, (3) the Srole Scale of Anomie, and (4) the Nye-Short Delinquency Self-Report Scale. From the questionnaires and the cumulative records of the schools, data on six variables are submitted to various statistical techniques: analysis of variance, interaction analysis, analysis of co-variance, chi square, and stepwise linear regression.

Data results indicate tentative support for the theoretical statement and its antithesis. The findings indicate that anomie, low aspirations, and low school achievement are significantly related to the frequency of commission of delinquent acts. The data further indicate that subjects who are anomic have significantly lower absolute aspirations, significantly lower intelligence and school achievement, and significantly higher delinquency scores than subjects who are not anomic. No relationships between social class and delinquency and between social class and school achievement are found. Significant relationships between low social class and anomie and between low social class and low aspirations are indicated by the data.

The study concludes that a regression equation for the identification of students prone to deviant behavior would be an inappropriate measurement technique. Identification of youth prone to deviant behavior might be accomplished using the variables of anomie, aspirations, and school achievement covaried with intelligence. Further research is suggested to determine if such an identification procedure would be reliable.

55. Shanahan, Judith Mearney. The Effects of Modifying Black-White Concept Attitudes of Black and White First Grade Subjects Upon Two Measures of Racial Attitudes. University of Washington, 1972. 112p. Adviser: Professor Ambrose A. Clegg, Jr. 72-28,664.

Assuming a relationship between culturally induced connotations for the colors black and white and attitudes toward black and white persons (Williams, et. al., 1964-1971), this study attempted to neutralize the subjects' connotations for black and white objects (animals and toys) using a positive/negative reinforcement schedule. Following the color modification procedure the subjects were tested for transfer of color modification to racial attitudes. The individually administered Preschool Racial Attitude Measure II tested for transfer of color modification to preference for racial figures which differed only in skin color (black, white). The group administered Pick-A-Class Test measured transfer of color modification to preference for classroom racial composition (teacher and pupils).

To explore the relationship between color connotation modification and racial attitude change a 2x2x2 randomized Posttest-only Control Group Design was used. The three variables of treatment (experimental, control), sex of the subject, and race of the subject (Black, White) were examined as they affected three dependent measures: Color Meaning Test II which measured black-white color connotations, and the Preschool Racial Attitude Measure II and the Pick-A-Class Test. Fifty-six black and white (28 black and 28 white) first grade subjects were randomly chosen from the total black and white first grade membership of five Northwestern urban multiracial Catholic elementary schools. Subjects were randomly assigned to six trained experimenters within schools. Each subject was seen four times over a seven week period.

Results of this study indicated that a positive/negative reinforcement procedure was successful in modifying experimental subjects' black-white color connotation. Race was a significant factor in color connotation modification with black subjects demonstrating a more positive connotation for the color black and a more negative connotation for the color white than white subjects.

Successful black-white color connotation modification, however, did not significantly modify experimental subjects' racial concept attitudes as measured by the Preschool Racial Attitude Measure II or the Pick-A-Class Test. Race of the subject and the interaction between treatment and race were significant factors in racial attitude change as measured by the Preschool Racial Attitude Measure II. As a result of color connotation modification black subjects demonstrated a more positive attitude toward black persons and a more negative attitude toward white persons than did white subjects.

Possible explanations for nonsignificant racial attitude change by treatment on either the Preschool Racial Attitude Measure II or

the Pick-A-Class Test included the study's minimization of situational transfer between the black-white color connotation modification procedure and the racial attitude procedure. A second factor affecting the failure of successful black-white color connotation modification to significantly alter racial concept attitudes may have been the supportive multiracial nature of the subjects' classrooms.

56. Silvino, Philip James. A Comparative Study of Social Values of Elementary School Children According to Sex, Grade, School, and Socioeconomic Level. Ohio University, 1972. 125p. Adviser: Dr. J. Melvin Witmer. 73-12,649.

The purpose of this study is to determine whether significant differences exists in the measured values of elementary school children in grades four, five and six in relationship to the variables of sex, grade, parochial school and public school students, and socioeconomic level as measured by the Social Values Inventory(SVI).

A total of 555 children from two public schools and two parochial schools from a small city in eastern New York State were administered the SVI, a twelve item open-ended questionnaire designed to elicit a variety of value or value related statements. The twelve questions of the inventory have twenty code unit responses. The responses to the inventory were content analyzed and then coded using 22 categories consisting of 20 value categories plus a non-value and a no response category. The 20 value categories used for analysis in this study included intellect, education, religion, health, pleasure, ethics, imagination, security, materialism, independence, occupation, groups, power, stability, achievement, service, equality, environment, harmony, and dignity. Chi-square statistics were calculated to test the four hypotheses. In cases where the total chi-square was significant at the .01 level, individual values were examined by the use of chi-square to see which value categories seemed to be producing the differences. The Occupational Scale of Hollingshead's Two-Factor Index of Social Position categorized the sample according to socioeconomic level.

The findings of the study show that male and female students do differ in what they consider important as measured by the SVI. The value categories that seem to produce the differences are pleasure, materialism, occupation, achievement, and environment. Students in grades four, five and six differ in what values they consider important as measured by the SVI. The value categories that seem to produce the differences are religion, health, independence, and achievement. Parochial school and public school students differ in what values they consider important as measured by the SVI. The value category of equality seems to produce the difference.

Based on the findings of this study certain recommendations for further study seem appropriate:

(1) Samples from various geographical parts of our country might be compared for similarities and differences in values as

might students from urban, suburban, and rural areas. Other religious and ethnic groups and the race factor could also be studied.

(2) A longitudinal study would be helpful in determining what values may change over a period of time.

(3) A study comparing the values of students of different I.Q. levels may help to explore more thoroughly the values domain. A similar study comparing the values of high achievers with the values of average and low achievers may have educational implications for grouping and curriculum.

(4) A study of cross-sectional comparisons of values of students in different subject matter areas and grades, other than those investigated in this study, might be undertaken.

(5) A study that would use Hollingshead's Two-Factor Index of Social Position to include occupation and education of the head of the household should be undertaken.

57. Simonson, Hana M. The Relationship of Television Program Content and Socioeconomic Status to Aggressive Behavior. Columbia University, 1972. 169p. 72-20,066.

The objective of this study was to determinewhether boys of lower SES differed from boys of middle SES in their expression or inhibition of overt aggression, after observing either violent or family-life television program content.

Three hypotheses were tested: 1) Lower SES boys will be more aggressive than middle SES boys after viewing television program content whether of a violent or of a family-life nature; 2) Among the lower class boys, there will be more aggression after viewing family-life television content than after violent program content; 3) Among the middle-class boys, there will be no difference in aggression due to television program conditions. The study also investigated the dimension of internality-externality and its possible relationship to aggression. A fourth hypothesis predicted that external boys would be more aggressive than internal boys.

Subjects were 96 black preadolescents, 48 low SES and 48 middle SES.Stimulus material consisted of full length television program-content. Violent fare consisted of two different episodes from the police-adventure program, Felony Squad; family-life program content consisted of two different episodes from the Leave It To Beaver series. Subjects from each SES group were randomly assigned to view one of the four television film programs. Immediately after the viewing, two independent observers rated the subjects for twenty minutes on physical and verbal aggression. The observation method was a behavior frequency-counting technique where each subject in a group was alternately observed in small time units.

A 2 x 2 x 2 analysis of variance(SES x television program content x episode nestled within film type) was performed on the data. Contrary to prediction, results for hypothesis one showed no significant differences in aggression between the lower-class and middle-class groups. The second hypothesis was not supported--there were no significant differences in aggression between the lower-class boys who viewed

family-life program content and those who viewed violent television content. However, for the third hypothesis, the prediction that there would be no difference in aggression between the middle-class groups due to differential exposure, was supported. The fourth hypothesis, tested by a product-moment correlation, showed no relationship between internality-externality and aggression.

In discussing results, it is pointed out that nonrejection of a null hypothesis does not necessarily deny the validity of the hypothesis. Several factors may have contributed to the findings. With regard to hypothesis one, consideration is given to the possibility that social class per se is not as relevant a factor in overt aggression as are the concomitants of social class - aggressive habit strength developed through child-rearing patterns.

Possible explanations for the non-confirmation of the revolution of rising expectations theory, hypothesis two, are that a single exposure to the television film stimuli may not have been sufficient to evoke aggression, and that the lack of a suitable target may have prevented subjects' aggression from being vented.

In hypothesis three, where there was no difference in aggression after viewing either violent or non-violent television program content, this study used complete uncut film stimuli and realistic measures of aggression. In those studies where subsequent aggression was found, it is to be noted that they employed film clip stimuli of overly-concentrated doses of violence and artificially-contrived aggression measures.

Suggestions are made to replicate the study using a larger sample size, different kinds of family-life television fare and to obtain measures of aggressive habit strength before exposure to film stimuli.

Unexplored areas of related research worthwhile studying are: 1) The relationship between a viewer's choice of identificand and subsequent aggression; and 2) The effect of color versus black/white television stimuli upon subsequent aggression.

58. Williams, David Merfyn. A Study of Pre-Adolescent Value Preferences: Grade, Sex and Socio-Economic Differences. University of Washington, 1972. 138p. Adviser: Professor Theodore Kaltsounis. 72-28,686.

This ex post facto study was an investigation of the terminal and instrumental value preferences of pre-adolescents and of systematic grade, sex and socio-economic (SES) differences in those preferences. The sample comprised 136 urban Canadian school children equally divided between boys and girls, grade four and grade six pupils, and high and low SES subjects randomly drawn from the entire population of randomly selected intact classroom groups within each cluster.

The dependent measure was a form of the Rokeach Value Survey (1967) especially modified for use with pre-adolescent subjects. Median reliabilities of .73 for terminal values and .58 for instrumental values were established for the modified va lue measure over a four week test-retest interval. The dependent variable was position of each of the values within each subject's terminal or instrumental value system, rather than the amount of preference for particular values. The modified instrument provided information concerning 14 terminal values, or preferred life goals, and 15 instrumental values, or preferred modes of behavior. Subjects were grouped equally into the eight cells of the 2 x 2 x 2 (grade X sex X SES) factorial design for purposes of univeriate analysis of variance on each of the twenty-nine dependent values.

The findings of the study can be summarized as follows:

(1) The terminal values loving family, peaceful world and true friendship were ranked relatively high and religious faith, feeling of achievement and self-respect were ranked relatively low in the personal value system of nearly all comparison groups. Among the instrumental values, loving and honest were ranked markedly high and creative and influential markedly low across comparison groups.

(2) Girls ranked the terminal values loving family, social recognition and religious faith significantly higher and exciting life, pleasure and prosperous life significantly lower than did boys. Girls also ranked the instrumental values forgiving, honest and loving significantly higher and capable, creative, influential and intelligent significantly lower than did boys.

(3) Grade four pupils ranked the terminal values beautiful world and true friendship significantly higher and self-respect and exciting life significantly lower than did grade six pupils. Grade four pupils also ranked the instrumental values cheerful, clean, loving and polite significantly higher and ambitious and dependable significantly lower than did grade six pupils.

(4) High SES subjects ranked the terminal value beautiful world significantly higher than did low SES subjects. In addition, high SES subjects ranked the instrumental value dependable significantly higher and clean, intelligent and polite significantly lower than did low SES subjects.

(5) Significant first and second order interactions of grade, sex and/or SES were found on the terminal values exciting life, prosperous life, secure country, religious faith and social recognition and on the instrumental values ambitious, brave, capable, cheerful, creative, helpful, honest, influential and intelligent.

The findings permitted rejection of the null hypotheses that there would be no significant differences in terminal and instrumental value preferences associated with grade, sex and SES main effects and/or interactions at the $p < .05$ level of significance. In fact, main effects and/or interactions on sex of the fourteen terminal values and eleven of the fifteen instrumental values were significant

at the p < .01 level.

On the basis of the findings of this and preliminary pilot studies it was concluded 1) that grade, sex and SES are important correlates of differences in pre-adolescent value preferences, 2) that pre-adolescent value preferences are sufficiently stable to be measured over time, and 3) that position, rather than amount, of value preference within a delimited value system is a variable of great potential 'experimental interest' in value research. Implications for educational practice and for research into human values of the findings of this study and of the Rokeach methodology were examined.

59. Williams, Evalina. Effects of Inter-Group Discussion on Social Distance and Personal Space of Black and White Students. The University of Texas at Austin, 1972. 118p. Adviser: Beeman N. Phillips. 73-7677.

The purpose of this study was to investigate the effects of participation in a six-week inter-group discussion program on the dimensions of social distance and personal space in racial attitudes.

There were 96 experimental subjects (24 black females, 24 white females, 24 black males, 24 white males) and 96 control-comparison Ss (same breakdown as experimental group). The experimental Ss were randomly assigned to eight discussion groups. All Ss were administered a Racial Attitude Survey consisting of a social distance questionnaire and personal space projective. The week following the administration of the Survey, the experimental Ss participated in an inter-group discussion program for a six-week period. The control-comparison Ss received no experimental treatment during the six week period. At the end of the experimental phase, all Ss were re-tested with the Racial Attitude Survey.

Results of the data analysis were supportive of the proposed hypotheses. That is, significant differences were found to exist between the control-comparison and experimental groups at the end of the inter-group discussion program period. The significant changes occurred in experimental Ss who initially scored low on the social distance scale and high on the personal space scale. In addition, the social distance and personal space scores were found to be significantly correlated. Implications were drawn from these data with reference to future directions in research and the utilization of inter-group discussion programs in the school setting.

## Personality

60. Bryde, Rev. John Francis. The Sioux Indian Student: A Study of Scholastic Failure and Personality Conflict. University of Denver, 1965. 1965. 66-1594.

The purpose of this study was to investigate the correlates and possible causes of what is colloquially known as the "cross-over" phenomenon as exhibited by Oglala Sioux Indian adelescents. This phenomenon is predicated of various groups of students who achieve satisfactorily for awhile, then reverse themselves and show a steady decline in achievement during their remaining school years.

It was assumed that conflict between the White and Indian cultures comes to a focus at adolescence and causes severe personality disturbances which block achievement. This assumption led to the hypotheses that 1) a comparison of Sioux Indian and White adolescents on achievement and MMPI variables would reveal significant differences in the undersirable direction on the part of the Indian students; 2) that these differences would correlate in the undersirable direction with degree of Indian blood; 3) that Indian dropouts, in comparison to the Indian students who stayed in school, would reveal significantly greater personality disturbance.

Although the central focus of the study was the 164 Indian and 76 White eighth grade groups, a total of 415 Indian and 223 White adolescents, divided into 6 different Indian-White groups and 5 within-Indian groups, were compared in order to effect as broad an appreciation of potential groups differences as possible.

All hypotheses found support. On achievement variables, the Indian students scored significantly higher than national test norms from the fourth through the sixth grade. At the eighth grade level, the Indian students were significantly below national test norms. On personality variables, in all of the six White-Indian group comparisons, the Indian students scored consistently and significantly more disturbed on more variables than their White counterparts. Besides the two eighth grade groups the White-Indian comparisons included all Indians and all Whites, all Indian boys and all White boys, all Indian girls and all White girls, Indian ninth grade and White ninth grade, Indian twelfth grade and all White students. In each of these comparisons, the Indian groups consistently and significantly revealed themselves as feeling more rejected, depressed, withdrawn, paranoid, as well as more socially, emotionally and self-alienated.

The Indian groups studied were all Indian boys and all Indian girls, degree of Indian blood groups (one-quarter, one-half, three quarter and full blood), Indian eighth, ninth and twelfth grades, Indian dropouts in comparison with all Indians and Indian twelfth grade. The Indian girls showed themselves as more disturbed than Indian boys, especially in feeling anxious, depressed, and more dependent, socially and self-

alienated. Among the blood groups, there were no significant differences on the achievement variables. On the personality variables, however, the more Indian blood one had the more disruption he revealed, especially in feeling depressed, psychasthenic, rejected and alienated. Indian dropouts, compared to all Indians who stayed in school and to Indian twelfth graders, showed the greatest disturbances of all, in feelings of rejection, depression and alienation.

The concept of alienation appears to be central in explaining the behavior of the Indian students studied.

61. Sax, Arnold Berton. A Comparative Study of Personality Characteristics Between Seventh-Grade Students Classified as Educationally Deprived and Non-Educationally Deprived. University of Houston, 1969. 124p. 70-8643.

The purpose of this study was to investigate the relationships and differences of personality characteristics between students defined as educationally deprived and non-educationally deprived under Title I of the Elementary and Secondary Education Act of 1965. Students were considered deprived if they fell in four or more of the following categories: (1) coming from broken homes, (2) being financially deprived, (3) and (4) receiving low achievement scores in arithmetic and/or reading, (5) speaking a primary language other than English in the home, (6) having a pattern of failing grades, (7) having been retained in one or more grades, and (8) having an average of twenty-five or more absences per year.

The population of this study was limited to seventh-grade students from Richmond-Rosenberg, Texas, who had completed the four test instruments used in this study. Of these 498 students, 151 were defined as educationally deprived.

Scores which resulted from the April, 1966, administration of the Mooney Problem Check List, California Test of Personality, Primary Mental Abilities and SRA Achievement Test provided the data for the comparative investigation of the nondeprived-deprived groups. The results of all four instruments together with coded information identifying educationally deprived, non-educationally deprived, sex and race were punched on IBM cards. The data were then analyzed utilizing a factor analysis design to examine relationships and the "t" test to determine the significance of the obtained differences between the means of the nondeprived-deprived groupings.

The results of the analysis of data indicated that the personality characteristics of the nondeprived-deprived groups were quite similar. While the deprived groups showed poorer adjustment scores on all the personality variables, the magnitude of these differences was quite small. There was a small ($r = .34$) tendency for deprived students to indicate more concern with physical expressions of nervous sysmptoms.

The major differences between nondeprived and deprived students were in the area of intellectual achievement. This result was axiomatic as the definition of the groups was based partially on academic achievement.

The conclusions which resulted from this study suggested that the greatest gains for the educationally deprived student were to be made by focusing on each child's academic needs and not on personality and adjustment factors.

62. Joyce, John Francis. An Investigation of Some Personality Characteristics of Achieving High School Students From Lower Socioeconomic Environments. The University of Rochester, 1970. 82p. 70-17,923.

A questionnaire consisting of seven personality scales was administered to 208 ninth grade students who qualified as residing in lower socioeconomic environments. An attempt was made to gain some information on personality characteristics which may differentiate achieving from underachieving high school students from lower socioeconomic environments.

A multiple discriminant analysis was performed to determine whether or not any of seven selected personality variables taken together or separately would differentiate among three groups of high, medium, and low achievers. Academic achievement was indicated by discrepancy scores between a student's actual composite score on this test as predicted from his performance on the verbal battery of the Lorge-Thorndike Intelligence Test. Two of the seven personality variables did discriminate among the three achievement groups as indicated by individual F ratios which were significant at the .05 level. Self concept of ability was positively related while alienation was negatively related to academic achievement.

Examination of the normalized vectors and the plot of the group centroids from the multiple discriminant analysis revealed that self concept of ability was the one personality variable most responsible for separating the group of high achievers from the middle and low achieving groups along the first discriminant function. The largest contributors along the second discriminant function were a need for supplication and (lack of) a need for aggression. These two variables were more characteristic of the group of middle achievers than for either the high or the low achieving students.

Partial correlation coefficients were calculated between scores on each of the seven personality scales and semester grade point average with the influence of scholastic aptitude statistically controlled for. The partial r's for four out of the seven variables were significantly different from zero at the .05 level. High achievers were characterized by high self concepts of ability, (lack of) a need for aggression, positive self concepts and a tendency to perceive a high press for

achievement in their particular school. Results were discussed, testable hypotheses were suggested and possible implications for education were drawn.

63. Van Hoven, James Brinkerhoff. An Exploratory Study of Student Leadership in Two Urban High Schools. Columbia University, 1970. 287p. Adviser: Professor Frank L. Smith. 71-1122.

The purpose of the study was to examine student perceptions of student leader behavior and the various settings in which this behavior occurs, through the development and application in two urban high schools of survey instruments.

The model, elements of which were identified in the literature on leadership phenomena, was tested for its utility for schools in assessing the outcomes of leadership education programs. Leadership education is frequently considered a central purpose of secondary schools.

Four elements associated with leadership were identified for examination in the study: characteristics of the observer and of the leader observed, the setting in which leader behavior occurred, and the nature of that behavior.

The study was conducted in the two high schools of a suburban city in the northeastern metropolitan corridor. One schools's student body was predominantly black: the other school's students were largely white. All students were asked to respond to a series of questions referring to sixteen in-school and out-of-school situations: Who influenced you in the situation? and what did that person do to influence you? Students were also asked to rank a variety of in-and out-of-school organizations according to their perceived prestige. Faculty members also were asked to identify student leaders.

Analyses of the data was in terms of the following questions:

1) How did various students perceive the prestige of the in-and out-of school organizations?
2) What were the characteristics of the student leaders?
3) Did students with certain characteristics choose leaders with similar characteristics?
4) What kind of behaviors were noted, and did they differ according to the setting, characteristics of the observer, or characteristics of the leader?
5) Did faculty and student perceptions of leaders differ?
6) How successful was the faculty in identifying student perceived leaders?

The substance of the findings were as follows:

1) It was determined that the approach to the model, based on sociological or small group research into leadership, proved inadequate in measuring the most salient political aspects of leadership. Indications, particularly from black students, were that these political aspects,

the issues and problems that move students, were considered very important. Identification by students themselves of the important settings for political leadership would help correct this problem. Interviewing rather than survey techniques may also provide a most qualitative feel for the dynamics of leadership interaction.

2) Data on student perceptions of the prestige of in-school organizations indicated that the schools studied were not providing a viable leadership education program for its rapidly growing black population. Blacks, particularly males, rated for fewer in-school leadership organizations as high in prestige than did whites. The program in both schools appeared geared to white middle class values and expectations. Teachers were able to identify only one-half of the perceived leaders in each school.

3) Sub-systems of student interaction based on race, sex, grade in school, and course of study existed at both schools. Also, leader behavior characterized by individually oriented acts of competence appeared highly valued by most students. Females, however, associated themselves with group oriented leader behavior more so than males. Males were reported as exhibiting disruptive leader behavior far more often than were females.

The usefulness of the model, with certain modifications, in assessing the outcomes of leadership education programs in secondary schools was successfully demonstrated. It is hoped that later implication of the model will be beneficial in focusing attention on this goal of education.

64. Rogers, Dorothy Patricia Brady. Personality Traits and Academic Achievement Among Mexican-American Students. The University of Texas at Austin, 1971. 138p. Adviser: Jere Brophy. 72-15,823.

The purpose of the study was to gain empirical knowledge about the relationships between personality traits, level of acculturation, and achievement among Mexican-American children as a base to determine appropriate strategies to improve school adjustment.

The sample of eighth grade Mexican-American children appeared less internal and lower on achievement motivation than comparable samples of Anglo children, but similar in regard to independence training and self-concept of ability. An explanation of the unexpected independence and self-concept results in terms of the relatively advantageous position of study subjects in relation to reference groups was suggested.

Scores on the four personality measures and the achievement measures all increased with acculturation as predicted; however, acculturation group differences on locus of control and achievement motivation were obscured to some extent by sex differences. Sex differences added greatly to the complexity of the data, and required that all analyses be carried out separately by sex, as well as for the sample

as a whole, in order to define sex-specific relationships. The high-acculturation Group III boys scored higher on independence training, self-concept of ability, and achievement motivation than Group III girls as predicted.

The four personality measures (components of coping style) in combination with sex predicted highly significant amounts of variance in all of the achievement criteria; however, not all measures contributed significant separate variance. Patterns of significant elements of coping style differ for boys and girls. Overall, the assumption that an active coping style is related to high achievement in school received more support from male results than from female results. Self-concept of ability emerged as the most powerful predictor for the sample as a whole, as well as for boys and girls separately. The personality measures predicted greater amounts of variance in achievement among boys than among girls, and several relationships within the data, as well as research evidence, suggested that prediction of female achievement might be increased by use of an achievement via conformance measure.

Acculturation and SES in combination predicted significant amounts of variance in all of the achievement criteria and all of the personality criteria except achievement motivation. Both pridictors contributed significant separate variance to the California Achievement Tests and independence training. SES contributed significant separate variance to English grades, locus of control, and self-concept of ability, but acculturation did not. In all cases, even in those cases in which acculturation failed to make a significant unique contribution, the joint contribution was substantial which indicates that there is considerable overlap in the predictive ability of the two variables. Separate analyses by sex revealed that acculturation and SES predicted greater amounts of variance in achievement among girls than among boys, but greater amounts of variance in the personality measures among boys than among girls. Overall, SES was a more powerful predictor than acculturation.

Research evidence suggested that mother's independence training might be a more powerful predictor of achievement than father's independence training and that the effect might be different for boys and girls. Analysis of the data revealed that the two measures accounted for significant amount of variance in most achievement criteria for both sexes; however, among boys, the contributions of the two predictors were approximately equal. Among girls, mother's independence training was the more important predictor for California Reading scores and English grades; whereas father's independence training was the more important predictor for California Arithmetic scores. The question remains unclear because of the low variance in scores.

65. Fitch, Robert S. Examination of Selected MMPI Profiles of Four Groups of Spanish-American and Anglo-American Adolescent Females. Baylor University, 1972. 182p. 73-7317.

This research is concerned with the problem of determining and explaining the differences which exist in the group personality characteristics of Anglo-Americans and Spanish-Americans when each has been determined to be both a statistical minority and a statistical majority within an Anglo-oriented environment. The question had been raised as to whether de facto statistical minority groups may be observed to exhibit unique personality characteristics as measured by certain selected scales of the MMPI. The three scales of the neurotic triad and the social introversion scale were used to assess the personality characteristics of the experimental groups.

The experimental design of this study utilized statistically defined ethnic majorities and minorities in order to examine several null hypotheses. Anglo-Americans were examined as one of the minority ethnic groups. A theory of personality, based upon constructs of the neurotic triad and social introversion, determined which specific scales were to be applied.

Statistical comparisons were made between all combinations of the Anglo-American minority and Anglo-American majority experimental groups and the Spanish-American minority and Spanish-American majority experimental groups. These combinations consisted of determining the significance of differences between group means on the selected MMPI scales and confirmation by analysis of variance of all those comparisons in which a significant difference at the .01 confidence level had been obtained.

No significant difference was observed between any of the experimental groups on the neurotic triad scales. The Spanish-American majority group was significantly higher on the social introversion scale than were any of the other three experimental groups. However, the Anglo-American minority group approximated more nearly the published norms of the relevant MMPI scales than did any other experimental group.

No conclusive evidence was found which indicates the existence of exclusive personality characteristics for statistical minority groups. Similar results of a previous dissertation involving Polynesian and Oriental majority experimental groups were examined. The tendency of statistical majority non-Anglo ethnic groups in an Anglo-oriented culture to manifest a significant trend toward introversion has been described as a "pseudo-majority syndrome." The conclusion was that basic cultural orientation is more significant in personality development than is numerical superiority of an ethnic group ascribing to a different cultural orientation.

66. Sturrock, Ian William Tyndale. Personality Profile Differences Between Categories of Selected High School Students. The University of Alabama, 1972. 118p. 72-33,137.

The purpose of this research was to study the personality profile differences between categories of students in a school system with a large black enrollment and with a significant number of students planning to enter a college or university upon graduation. A review of related literature indicated the status of black enrollments at colleges and universities, the characteristics and extent of existing programs for black students, and the appropriateness in planning and programming for black students.

The 16PF, a widely known personality questionnaire based on factor analytic research, was chosen as the instrument in this study. The 16PF provided sixteen factors which described the personality both in general and technical terminology. All full-time seniors in the two high schools of the Bessemer school system were tested. Their responses to the 16PF yielded raw scores which were later used to prepare category profiles. Students were classified by their high school counselor into categories based on their immediate post high school plans. These categories were college bound, undecided, and non-academically oriented. Three hundred twenty students were thus classified into one of six categories based on their race and their post high school plans. A description was given of each category profile in both general and technical terms.

The category personality profiles of all black students were analyzed. All three black profiles were described identically by eight factors. It was possible to differentiate in varying degrees between the three categories on the remaining eight categories. A similar comparison of all three white profiles did not reveal as much similarity.

The comparison of black and white college bound students indicated a great deal of conformity by blacks to a socially precise self-image. The comparison of black and white undecided students indicated that both groups were similar in their outgoing, venturesome spirit. The number of undecided students indicated assistance was needed in the areas of decision-making and in the development of viable alternatives. Black and white students with non-academic post high school plans were found to have personalities amenable to work in small groups related to career interests and planning. The reserved, shy, controlled personality of the black student in this category suggested use of individual counseling interviews.

Similarities and differences in the personality profiles of each category were related to the implications that a knowledge of these differences would have for persons involved in high school counseling or college student personnel work.

Results of the study led to the following recommendations: that a personality source trait instrument be used in all high schools and colleges; that the uniqueness and integrity of the black student's

personality be respected; that special programs be developed to meet his needs; and that a knowledge of basic personality theory and development be required of all persons engaged in high school counseling or the admissions, recruiting, advising, and counseling aspects of student personnel work.

## Self Concept

### Preschool

67. Orcutt, Larry Emmet. Child Management of Instructional Games: Effects Upon Cognitive Abilities, Behavioral Maturity and Self Concept of Disadvantaged Preschool Children. University of Georgic, 1971. 148p. Adviser: E. Paul Torrance. 72-11,023.

A study was conducted involving 162 preschool disadvantaged children from nine prekindergarten classes in a large urban school district. The classes were assigned at random to one of three experiemtal conditions - one involving a child-managed games approach to language instruction, one involving a teacher-managed games approach to language instruction and one involving a more structured and direct approach to language instruction, a modification of the Bereiter-Englemann approach to language readiness. The games approach conditions used the Matrix Game, a small group instructional package developed by Lassar G. Gotkin.

The period of treatment was six weeks, and the classes involved used the prescribed language instruction for approximately thirty minutes daily. Instruments used to assess the effects of treatment included the Illinois Test of Psycholinguistic Ability - Auditory Association, Grammatic Closure and Verbal Expression subtests; the Self-Social Constructs Test, developed by Long and Henderson; and the Behavioral Maturity Scale, a teacher rating scale developed by Kim, Anderson and Bashaw.

It was hypothesized that children from the two game groups would out-perform children from the non-game group; that children from the child-managed game group would perform better than those from the other two groups; and that children from the teacher-managed game group would perform better than those from the non-game group. "Better than" for the ITPA variables consisted of scoring higher; for the SSCT variables consisted of showing higher self esteem, less dependency, greater identification with teacher and friends, and more forced choices for teacher and friends; and for the BMS consisted of being rated higher by teachers on Academic, Interpersonal and Emotional subscales.

Results indicated that the child-managed game group was more verbally expressive than the teacher-managed game group; that the two game groups showed higher self esteem than the non-game group;

and that the child-managed game group identified more strongly with Father than the teacher-managed game group, a finding not covered by the hypotheses. The child-managed game group did not out-perform the non-game group on any of the ITPA variables, when pre-experimental among-group differences were taken into account. In fact, the non-game group out-performed the other two groups when posttest means were adjusted to eleiminate the effects of covariate, pre-experimental mean differences.

Findings on the BMS indicated that teachers in the teacher-managed game group rated their children as more mature on Academic and Emotional subscales than did teachers in the child-managed condition. The limitations of using the test to make comparisons across groups were discussed.

Conclusions were that the game, when used in the child-directed manner, does have some positive effect upon language related behavior and affect, as indicated by ITPA and SSCT variables, but that the more structured approach to language instruction of preschool disadvantaged children was at least as effective at influencing language related behaviors. In order to pursue the question of the games effect upon self esteem and other affective variables, as well as upon academic performance in later school years, it was recommended that a more comprehensive study be done, with continuous follow-up, comparing the more structured and the games approaches.

68. Adair, Alvis Van-Ressealeas. A Developmental Study of Race and Sex Role Awareness Among Black Preschool Children. The University of Michigan, 1972. 180p. Adviser: Joseph Veroff. 73-97.

This thesis focused on developmental trends in seven sets of variables: (1) race identify, (2) sex identity, (3) race labeling, (4) attitudes toward the Black and white racial groups, and toward males and females, (5) preferences for the two racial groups and the two sexes, (6) awareness of race and sex on social choices.

The subjects included seventy-two Black preschool children from low-income families that qualified for admission in the OEO day care programs. There were thirty-six boys and thirty-six girls ranging in age from three- to five-years-seven-months.

The stimulus material included four sets of eight pictures mounted on a circular magnetic cardboard. On each of twenty questions each child ranked four of the eight pictures in a set. Three types of scores were derived from these rankings and used as measures of the salience of sex over race and race over sex in the judgments on the children. Considerable attention was given to possible theoretical frameworks for analyzing these scores.

It was found that the salience of race identity over sex identity was not dependent upon age, though it was generally stronger in the boys than in the girls. The salience of sex identity over race identity did increase with age among the boys and girls, with the girls showing the stronger sex identity. Attitudes and preferences tended to become

more favorable toward the white boys and girls with increasing age, although the children were not using the race dimension greater than chance. There were two items on race role perceptions, namely the use of the Afro comb and T.V. appearance. Both items did not significantly elicit the salience of the race dimension. Each sex showed greater awareness of the girls playing feminine roles than the boys playing masculine roles.

The interesting point here is that when we assess the salience of both sex and race in the children's judgment the pro-white attitudes seem not to be as extreme as the previous literature has shown. This may mean that the "Black pride" theme has had some impact on the young Black child's image of the Black race.

69. Jasik, Marilyn Sperber. Exploring Efforts to Improve Self-Concepts of Pre-Kindergarten Children in School. Columbia University, 1972. 287p. Adviser: Professor Arthur W. Foshay. 72-30,330.

This study was rooted in the desire to apply a more human perspective to the educational scene at the earliest school level. Its purpose was to explore the possibility of teachers and aides improving self-concepts of pre-kindergarten children in school. The study focused on behavior of adults and children as they engaged in facilitating encounters intended to improve children's self-concepts. The study's basic position was that low self-concepts are identifiable in young children and are modifiable by appropriate, successful encounters planned and carried out by facilitating adults.

The focus on the young child's self-concept related to research indicating the following: self-concepts are formed early in life and tend to remain stable; a relationship exists between achievement and self-concept; children's perceptions of teachers' feelings towards them correlate positively with self-perceptions and achievement, suggesting the self-fulfilling prophecy; self-concept stands in a causal relationship to reading achievement.

The rationale was provided by the self-concept theory of perceptual psychologists Combs and Snygg who view human behavior as being governed by the conscious perception of the behaver. Self-concept is believed to be learned in the course of growing up through interactions with significant others providing the implication that perceptual psychology is a practitioner's psychology useful to teachers.

The study was conducted with 41 children from low-income families, two aides, and two teachers in four half-day pre-kindergarten classes in an urban elementary school. Children was given a non-verbal self-concept test and assessed with a teacher rating scale. Approximately half were selected as members of four treatment groups. Facilitating encounters were planned for daily sessions during a six-week period after which the non-verbal test was again administered to all children. Orientation sessions were held for teachers and

aides followed by on-going discussions, observations, planning, and evaluation meetings.

The study's general findings are limited to the 41 children, 2 aides, and 2 teachers who were observed. This population was not sampled from a larger universe.

The major finding suggested by this study is that self-concept at the pre-kindgergarten level may well be modified by experience in the classroom setting.

Treatment groups showed more improvement as reflected by the scores on the self-concept measure than non-treatment groups: the lower half of the ranked treatment groups showed marked improvement.

Girls' self-concept scores were lower than boys'. Both, however, had similar before-after differences suggesting that sex is not a factor in the improvement pattern of self-concept change.

Comparison of scores according to ethnic groups revealed no meaningful differences between self-concepts of Black and white children.

Both teachers and aides over-estimated children's self-concepts. Teachers' views were closer to children's actual scores, not supporting the thought, often voiced, that community persons working in schools can better understand community children.

Descriptive accounts suggested that self-concept development does take place in the reality of the classroom. Experiences appeared to affect children's self-concepts. Teachers' and aides' behaviors revealed attitudes and actions which may reasonably be linked to child self-concept development.

Self-concept research with young children being meager to non-existent, this study, with further sampling and controls, should be replicated. Other investigators, using different populations, the same and other instruments, if they become available, should study this age group.

Longitudinal studies are needed to determine what happens to children as they enter the grades. More incisive methods of measuring self-concepts of young children should be devised.

Systematic study of classroom teacher behavior as it relates to child self-concepts is needed.

Study of methods to change self-concepts in the early years seems warranted; a logical corollary would be research on prevention of the development of negative self-concepts.

## Self Concept

### Primary

70. Hargrove, Virginia Husted. The Relationship of Race, Sex, and Nursery School Attendance to Self-Concept of Black and White Kindergarten Children. Northeast Louisiana University, 1972. 148p. Adviser: Dr. Robert E. Ward. 73-12,046.

This study investigated self-concepts of black and white kindergarten children. The purpose of the study was to learn whether or not nursery school experience, race and sex had significant effects on the self-concepts of kindergarten children.

One hundred forty-seven children from varied socioeconomic backgrounds participated in the study. Seventy-two of the children had attended nursery school in private schools or day care centers, church or parochial schools. Seventy-five of the children had not attended nursery school. The black children included 40 males and 45 females; the white children included 34 males and 28 females.

In September the participants of the study entered kindergarten in six different schools. Two of the kindergartens were academically oriented; two were experientially oriented; the other two were representative of a combination of academic and experiential orientations.

For the purpose of examining the self-concepts of the children, they were pre-tested in October after they had been given an opportunity to become acclimated to kindergarten. The children were post-tested in May after eight months of kindergarten participation. Woolner's "Preschool Self-Concept Picture Test" (hereafter referred to as PS-CPT) was the instrument utilized to measure ten basic characteristics that preschool children may associate with personal self-concepts. The characteristics measured were depicted on binary Plates 1-10 respectively: (1) dirty vs. clean, (2) active vs. passive, (3) aggressive vs. non-aggressive, (4) afraid vs. unafraid, (5) strong vs. weak, (6) acceptance of male vs. rejection of male, (7) unhappy vs. happy, (8) group rejection vs. group acceptance, (9) sharing vs. not sharing, (10) independence vs. dependence. The PS-CPT was first administered to middle class white children, but Woolner recommended that the test be utilized in varied school settings, in varied geographical locations, and with children from varied backgrounds. The current study utilized the PS-CPT for measuring (1) the self-concept, (2) congruency of self-concept and ideal self-concept, (3) changes in self-concept and (4) changes in congruency of self-concept and ideal self-concept in children with varied backgrounds and from varied school settings.

The significant differences which were found in self-concepts of the categorical groups were identified by analyzing the data provided by the selections made by the children in each group on each plate of the PS-CPT. The findings indicated that one or more of the three factors of race, sex, or nursery school experience appeared to be related to at least one of the four variables: self-concept, congruency, change in self-concept, change in congruency on each plate except Plates 2,7, and 9. Plate 2 depicts the characteristic of "active vs. passive"; Plate 7, " unhappy vs. happy"; Plate 9, "sharing vs. not sharing." The children's selections of characteristics on Plates 1,3,4,5,6,8, and 10 appeared to be related to at least one of the main effects of race, sex or nursery school experience or an interaction between two of the effects at the significance level of .05.

71. Marks, William Joseph. The Assessment of Self-Concept and Classroom Behavior of Kindergarten Children as Affected by School Environment, Selected Socio-Economic Variables, and Ethnic Group. East Texas State University, 1972. 112p. Adviser: Dr. Aaron L. Turner. 73-4441.

The purpose of this study was to measure the self-concepts of kindergarten children in the Wilmer-Hutchins School District, Dallas, Texas, over a period of five months, to relate self-concept to classroom behavior and to determine if differences and relationships in self-concept and classroom behavior existed on the basis of the following variables:

1. The child as he sees himself.
2. The child as he sees his mother seeing him.
3. The child as he sees his teacher seeing him.
4. The child as he sees his peers seeing him.

The total self-concept score (post-test) and the classroom behavior score were examined to determine the relationship to variables 5-8:

5. The family economic-level.
6. The number of children in the home.
7. The presence of a father in the home.
8. The child's ethnic group.

Of 126 students enrolled in the five sections when given the pre-test on the Brown IDS Self-Concept Referents Test, 110 were still enrolled when given a post-test on the Brown IDS Self-Concept Referents Test and evaluated on the Classroom Behavior Inventory. Hypotheses were designed to compare the pre and post data on self-concept and classroom behavior. Hypotheses I, II, IX and X were tested by application of Analysis of Covariance; Hypotheses III and VII were tested by application of the Pearson Product-Moment Coefficient; Hypothesis VI was treated by the application of the Chi-Square; and Hypotheses IV and VIII were tested by application of One-Way Analysis of Variance.

Findings:

1. The self-concept (pre-test) did not appear to be significantly different among the five section means.

2. The self-concept (post-test) did not appear to be significantly different among the five section means.

3. The child as he sees his mother seeing him; the child as he sees his teacher seeing him; indicated that a significant relationship existed when correlated with the total self-concept mean score.

4. A significant difference was found among mean classroom behavior scores of three groups of kindergarten children when grouped according to family economic-levels.

Conclusions:

1. There was a significant relationship between the child as he sees his mother seeing him (.60), the child as he sees his teacher seeing him (.64) and his total self-concept score. This would seem to indicate that the child's mother and teacher are "significant others" (those who influence the child's ideas and attitudes) to the child and, therefore, important factors to his self-concept.

2. A significant difference existed among the mean scores made by the five sections of kindergarten students on the Classroom Behavior Inventory. This indicated that each classroom teacher had significantly different classroom interactions with their students.

3. No significant relationship existed between self-concept and classroom behavior. It was concluded that the students' self-concept had no significant bearing on their classroom behavior.

4. A significant difference was found among mean classroom behavior scores of three groups of kindergarten children when grouped according to family economic-levels. ($F=3.77 > (.05)$ df 109). It was concluded that the family economic-level affects the students' classroom behavior.

## Self Concept

### Elementary

72. Kerensky, Vasil Michael. Reported Self-Concept in Relation to Academic Achievement in an Inner-City Setting. Wayne State University, 1966. 190p. Adviser: Dr. W. Ray Smittle. 67-664.

The premise that an individual's self emerges from interaction with his society and that all he is or ever will be depends upon this interaction has significance for all children and a special significance for children in "culturally deprived" environments. This investigation attempts to test the basic assumptions regarding the function of pupil self-concept in relation to school achievement in an area of intense and greatly magnified under-achievement, namely the inner-city school setting.

The schools selected for the study were thirteen inner-city elementary schools involved in an experimental program in compensatory education in Flint, Michigan. The selected schools serve the center of the city and are representative of the academic under-achievement and socio-economic problems that characterize the inner-city environment of most of our large urban centers.

The study was conducted by a two-man research team under the auspices of a Mott Inter-University Fellowship Grant. The sample consisted of 452 randomly selected elementary pupils enrolled in grades three through six. The research design and statistical analysis adhered to a model established in an earlier study of the general pupil population.

Variables identified as (1) Pupil Achievement; (2) Pupil I.Q.; (3) Pupil Self-Concept; (4) Pupil Need Structure; (5) Pupil Perception of their Classroom; (6) Teacher Evaluation of Pupil Achievement, Behavior and Self-Concept were alternately designated as dependent and independent in the statistical analysis.

The major findings of the investigation revealed the following patterns and relationships with respect to the population studied.

Early elementary pupils in this setting do slightly poorer on standardized achievement tests than the general population on which the norms were established. The difference between the norm score and the score achieved by the sample population increases as pupils advance in grade level.

As pupils advanced in grade level, a pattern of systematic decline developed with illustrations of mean achievement scores dropping 17 percentile points in a two-year period.

Investigation of the Kuhlmann-Anderson I.Q. score patterns indicated that once a pupil began to experience scholastic failure, the I.Q. of sixth graders in the study declined five points in a fourteen-month period.

The pupils of inner-city did not differ significantly in reported self-concept, as measured by the Coopersmith Self-Esteem Inventory, from the general population on which the instrument was standardized. However, other measures of pupil perception indicated significant differences in the perceptual frame of reference of the sample population in relation to the general population.

Pupils of inner-city expressed a high need for achievement and recognition. However, little relationship existed between the expressed need for achievement and pupil accomplishment and success. As achievement declined, pupil anxiety levels increased, and pupils viewed the school milieu as increasingly less supportive.

Following one year of Flint's compensatory education program, (Better Tomorrow for the Urban Youth), pupil measured achievement increased in all subject areas, with a mean increase of five percentile points. The relation between pupil self-concept and achievement also showed a marked increase (.29 to .31) during the first year of the new program.

The teacher's perception of pupil self-concept differed significantly from the pupil perception of self. The investigation found evidence of two quite different perceptual fields, resulting in different and often conflicting sets of expectations regarding school behavior. The findings illustrated the disparity that often exists between teacher perception of pupil self-concept, which is highly achievement oriented, and the pupil's perception of self. The difference between teacher and pupil perception of what constitutes a healthy self-concept may partly explain the serious alienations that often exist between teachers and pupils in the inner-city setting.

73. Corrigan, Francis Vincent. A Comparison of Self Concepts of American Indian Students from Public or Federal School Backgrounds. The George Washington University, 1970. 187p. 70-24,959.

The purpose of this comparative study was to investigate the effect of attendance at either public or Federal schools for the elementary grades (1-6) on the self concepts of American Indian students. Additional objectives included a determination of the effect of age, grade, sex, tribe, and Intelligence Quotients on these students' self concepts and a comparison of the Tennessee Self Concept subscale scores for the Indian students with the Test's normative group.

A proportional random sample of 104 American Indian students from public school backgrounds and 145 American Indian students from Federal (Bureau of Indian Affairs) school backgrounds who attended Sherman Indian High School, Riverside, California, were tested, using the Tennessee Self Concept Scale. Background information was obtained concerning the students' age, grade, sex, school background, and California Test of Mental Maturity Intelligence Quotients.

The data were computer-analyzed, using two-way fixed effects analyses of variance design. T tests and correlational techniques were also used to ascertain whether or not significant differences in self concept scores (TSCS) occurred because of school background, sex, age, grade, IQ, and tribe. The major findings were the following:

1. Indian studnets from BIA school backgrounds scored significantly higher on the Moral-Ethical Self scale than Indian students from public school backgrounds.
2. On three dimensions of self concept -- Physical Self, Family Self, and Total Positive Self--where a significant interaction between school background and sex occurred, BIA school background females and public school background males consistently appeared to possess more positive self concepts.
3. Both public school and BIA school background females had significantly higher Total Variability scores, indicating greater variability and inconsistency from one area of self perception to another than for males from either school background.
4. Only three significant correlations emerged between self concept scores and age, grade, and IQ scores.
5. Among the seven tribes--Navajo, Hopi, Pima, Papago, White Mountain Apache, San Carlos Apache, and Group 7 (comprised of all other tribal groups)--only two variables achieved significant differences: Language IQ and Total IQ.
6. Heterogeneous variances contributed to differences between the TSCS normative group and the Indian student group.
7. For nine of the eleven TSCS scores utilized, the Indian student group means were significantly lower than the normative group means.
8. The Indian student group displayed significantly greater conflict than the normative group.
9. Total Variability was the only TSCS score on which the Indian student group mean did not differ significantly from the normative group mean.

The following conclusions are drawn from the findings:

1. The Indian students from BIA school backgrounds seem to have significantly more positive Moral-Ethical Self concepts than do the Indian students with public school backgrounds.
2. There appears to be a significant association between student age and the variables of school background and sex.
3. Three areas of the self concept--Physical Self, Family Self, and Total Positive Self--seem significantly different when school background is considered in combination with sex.
4. Females from public school backgrounds seem to have significantly less consistent feelings concerning their self concepts than do females and males from BIA school backgrounds. Public school background males showed the highest degree of consistency regarding the self concept.
5. There appears to be a significant relationship between Total Conflict and Non-Language and Total IQ as well as between the True-False Ratio

and Language IQ.

6. Significant differences appear to exist among several of the tribes on the variables of Language IQ and Total IQ.

7. All of the TSCS scores except Total Variability were significantly different for the Indian student group when compared with the normative group.

74. Hatch, Ronald LaVern. A Comparison of Slow Learners of Low and Middle Socioeconomic Status on Academic Achievement, Self Concepts, and Intelligence Test Scores. Syracus University, 1970. 132p. 70-24,086.

This research was designed to determine the similarities and differences of slow learners of low socioeconomic status (SES) and slow learners of middle SES. The variables of self concept, academic achievement and intelligence test scores were compared to determine if differences existed.

Many researchers have investigated the differences between low SES children and middle SES children and have generally concluded that the academic and social adjustment of low SES children is more difficult than that of middle SES children. Previous research has not dealt specifically with slow learners of low SES and middle SES despite the fact that approximately 15 to 18 percent of school-age children can be considered slow learners.

The education of the slow learner has been one of the most challenging and frustrating problems a teacher faces. This research was therefore designed to explore the differences that may exist between slow learners of low SES and slow learners of middle SES.

Differences between these two groups on the 3 stated variables might provide guidelines for modification of school programs which would more accurately meet the needs of both kinds of slow learners.

Sixty-five subjects were selected from a population of approximately 80 sixth grade students in 21 classrooms of 12 public schools in a city with a population of 100,000. The subjects were classified as of low SES or middle SES by the Index of Status Characteristics developed by Warner, Mecker and Eells and outlined in their book entitled Social Class in America. Students were evaluated by means of the Wechsler Intelligence Scale for Children. Reading Tests for New York State Elementary Schools, Arithmetic Tests for New York State Elementary Schools, and the School-Attitude-Inventory, which is an unpublished experimental attitude test developed by Johnson, Cawley, and Neeley, to obtain measures of intelligence, academic achievement and self concept.

Mean scores were compared on the following variables:

(a) Academic Achievement

1. Arithmetic Computation
2. Problem Solving
3. Arithmetic Concepts
4. Total Arithmetic
5. Word Recognition
6. Reading Comprehension
7. Total Reading

(b) Self Concept
1. Adult Relationships
2. Intrapersonal Situations
3. Peer Relationships

(c)
1. Information
2. Comprehension
3. Arithmetic
4. Similarities
5. Vocabulary
6. Picture Completion
7. Picture Arrangement
8. Block Design
9. Object Assembly
10. Coding
11. Verbal I.Q.
12. Performance I.Q.
13. Full Scale I.Q.

The significance of the difference between slow learners of low SES and slow learners of middle SES was tested by using the t statistic at the $p \leq .05$ level.

The results of this research were not in line with previous research comparing low SES children with middle SES children. On the outlined variables significant differences were not obtained.

The Similarities sub-test of the intelligence test yielded one significant difference at $p \leq .05$ in favor of the middle SES slow learners. This difference, however, could have occurred by chance in that it was one significant difference out of a possible 13.

The conclusions drawn were that if differences between slow learners of low SES and middle SES children exist at an early age then these differences are not apparent by the time these children reach grade 6.

The most significant finding of this research is the apparent similarity that exists between these two groups of slow learners.

A replication study is necessary to confirm these findings and to rule out the possibility that the subjects used are unique. The possibility that homogeneity on the variable of intelligence accounts for the lack of differences between these two groups should be explored.

This research indicates that, on the variables of self concept, academic achievement, and intelligence test scores, there are no differences between slow learners of low SES and slow learners of middle SES.

75. Withycombe, Jeraldine Smith. An Analysis of Self-Concept and Social Status of Paiute Indian and White Elementary School Children in Nevada. The University of Connecticut, 1970. 141p. 71-16,058.

The problem investigated was whether or not there were significant differences by sex, grade level, race, and percentage of Paiute Indian matriculation on self-concept, social status (other-perceived), and social status (self-perceived) mean scores of Paiute Indian and white elementary school children in the state of Nevada. The sample of 108 subjects was taken from one segregated school, one integrated school with a 60 percent

Paiute Indian matriculation, and one integrated school with a 20 percent Paiute Indian matriculation. A random sample was made on instruments from all Paiute Indian and white first and fifth grade elementary children in the three schools.

The instruments administered were the THIS IS ME scale for the first grade subjects" self-concept, the BILLS INDEX OF ADJUSTMENT AND VALUES-FORM EL for the fifth grade subjects' self-concept, and the CLASSROOM SOCIAL DISTRANCE SCALE for the first and fifth graders' social status (other-perceived) and social status (self-perceived). Instruments were administered by regular classroom teachers and the administration was incorporated into the regular daily schedule. Each group of children was given explicit oral instructions, in their native language when necessary, with small group supervision when needed to ensure that each child understood and followed directions.

Factorial Analyses of Variance were computed separately for the Paiute Indian and white children and separately for self-concept, social status (other-perceived), and social status (self-perceived). Analyses of Variance were computed when interaction occurred, t tests were computed to determine the differences between the races. A Pearson was computed to determine the relationships among the three measures. A significance level of p . .05 was accepted for all analyses.

Segregation was related to self-concept for the Paiute Indian children. The fifth grade Paiute Indian pupils scored significantly lower on self-concept mean scores in the segregated school than in the two integrated schools. Social status (other-perceived) was also related to segregation. The Paiute Indian children scored significantly higher on social status (other-perceived) in the 60 percent school than in the other two schools. The first grade Paiute Indian children perceived themselves as significantly less accepted by their peers in the segregated school than in the integrated schools.

Neither sex nor race were found to be related to any of the three measures with the exception of the white children who revealed sex differences in self-concept. The white male fifth graders scored significantly higher than the first graders whereas the white female fifth graders scored significantly lower in the fifth grade than in the first grade. Grade level was significantly related to self-concept and social status(other-perceived) mean scores for the Paiute Indian children with mean scoressignificantly lower for the fifth graders than for the first graders. Grade level was not related to social status (other-perceived) for the white children who were more accepted by their peers in the first grade than in the fifth grade.

Self-concept and social status (other-perceived) were significantly related for the Paiute Indian children. Social status (other-perceived) and social status (self-perceived) were significantly related for the whi.e pupils.

76. Beers, Joan S. Self-Esteem, School Interest, and Acceptance of Others as a Function of Demographic Categorization. University of Pennsylvania, 1972. 141p. Adviser: Arthur A. Dole. 72-24,170.

Do varying racial and social school mixtures significantly relate to certain attitudes of black and white fifth-grade pupils? The purpose of the study was to examine several facets of this question. Interrelationships were studied among the following independent variables and dependent variables:

| Independent Variables | Dependent Variables |
|---|---|
| 1. School's Racial Composition | 1. Pupil's Self-Esteem |
| 2. Pupil's Sex | 2. Pupil's School Interest |
| 3. Pupil's Socioeconomic Status | 3. Pupil's Acceptance of Others |
| 4. School's Socioeconomic Composition | |

Two samples were employed. Data were analyzed for 2,753 white Ss from 72 schools throughout Pennsylvania and 537 black Ss from 38 schools throughout Pennsylvania.

Self-esteem was measured by 47 items from the Coopersmith Self-Esteem Inventory and six items from the Equality of Educational Opportunity Survey. School interest and acceptance of others were measured by items developed by Educational Testing Service for the Pennsylvania Department of Education. Data were collected in the fall of 1969.

Six 3 x 2 x 2 x 2 factorial analyses of variance were computed - one for each of the three dependent variables for white Ss and one for each of the dependent variables for black Ss. Twenty-four hypotheses were tested.

Significant Results for White Pupils

1. Ss in schools where the percentage of black pupils was less than 5 had higher self-esteem than Ss in schools where the percentage of black pupils was more than 25. This finding was clarified further by whether the pupil was a boy or a girl and by whether the pupil was in a low socioeconomic status school or in a middle socioeconomic status school. Middle-status Ss had higher self-esteem than low-status Ss. Ss in middle socioeconomic status schools had higher self-esteem than Ss in low socioeconomic status schools.
2. Ss in schools where the percentage of black pupils was less than 5 had higher school interest than Ss in schools where the percentage of black pupils was more than 25. This finding was clarified further by pupil's socioeconomic status. Middle-status Ss had higher school interest than low-status Ss and Ss in middle-status schools had higher school interest than Ss in low-status schools.
3. All four independent variables interacted significantly on acceptance of others for white Ss.

Significant Results for Black Pupils

1. Ss in schools where the percentage of black pupils was more than 50 had higher self-esteem than Ss in schools where the percentage of black pupils was less than 25. Middle-status Ss had higher self-esteem than low-status Ss. Ss in low socioeconomic

status schools had higher self-esteem than Ss in middle socioeconomic status schools.

2. Ss in schools where the percentage of black pupils was less than 25 had higher school interest than Ss in schools where the percentage of black pupils was more than 50. This finding was clarified further by whether the pupil was in a low-status or a middle-status school. Ss in middle-status schools had higher school interest than Ss in low-status schools. This finding was clarified further by whether the pupil was a boy or a girl.
3. Ss in middle socioeconomic status schools had higher acceptance of others scores than Ss in low socioeconomic status schools.

School districts can neither control nor alter the race, the sex, or the social status of their pupils. They can, in some instances, exert some control over the racial and socioeconomic compositions of elementary school buildings. They can, in most instances, exert control over the selection of teachers, the amount and quality of resources in any one building, and the types of programs offered. The results of the present study offer implications regarding pupils' assignments to buildings, as well as implications for the selection of teachers, the allocation of resources, and the offering of special programs. Caution must be exercised in interpreting the results, however, since the study was not experimental.

77. Campbell, Milo Kay. An Analysis of the Relationships Between Self Concept and Sociological Receptiveness of Lebanese Ethnic Children in the Detroit Metropolitan Area. Wayne State University, 1972. 212p. Adviser: Helen T. Suchara. 73-12,486.

In this study, an effort was made to determine whether there is a significant relationship between the Lebanese ethnic childrens' self concept and their social receptiveness toward members of their own ethnic group, toward members of other ethnic groups, and toward members of the mainstream population.

The respondents consisted of eighty ten, eleven and twelve year old first and second general Lebanese children located in the southwestern part of Metropolitan Detroit.

The instruments used to measure self concept and social receptiveness were the Thomas Self Concept-Values Scale, and the Ethnic Social Distance Scale in Community and School. The data was gathered in private one-to-one interviews with each respondent, and statistically treated by the application of the Spearman Rank Correlation Coefficient.

Of thirty-six subhypotheses studied which required that respondents be grouped and measured on the basis of age, sex and generation, significance of correlation between self concept and social receptiveness was found only among second generation females' self concept and social receptiveness toward other ethnic groups, second generation males' self

concept and social receptiveness toward their own ethnic group, twelve year old males' self concept and receptiveness toward their own ethnic group, and all twelve year olds' self concept and receptiveness toward their own ethnic group.

It should be noted that of these four groups showing significant correlations, the second generation males were part of, or all of three of the four groups. It should also be pointed out that of the four groups showing significant correlations, three of the four showed significance between self concept and social receptiveness toward the respondents' own ethnic group. No significance was found between self concept and social receptiveness toward the mainstream population, and only second generation females showed receptiveness toward other ethnics.

78. Ellis, Elinor Vivian Wall. A Comparative Investigation of the Relationship of Self-Concept of Ability and Academic Achievement of Seventh-grade Middle and Lower Class Caucasian and Negro Students. The Florida State University, 1972.
Adviser: Professor C. Glennor. Rowell. 72-21,309.

This study was an investigation to determine if a significant difference exists between the correlation of self-concept of ability and grade-point average, and the correlation of self-concept of ability and reading achievement of seventh grade middle and lower-class Caucasian and Negro students. The subjects (N=120) were seventh grade pupils attending Florida A&M University School, Florida State University School, and four middle schools in Leon County, Florida. They were divided into eight groups of fifteen each of middle-class Caucasian boys, middle-class Caucasian girls, lower-class Caucasian boys, lower-class Caucasian girls, middle-class Negro boys, middle-class Negro girls, lower-class Negro boys, and lower-class Negro girls. Social status was established by the three factor criterion (education and occupation of the father and source of family income) taken from the McGuire-White Measurement of Social Status Index. Self-concept of ability was determined by the Self-concept of Ability Scale (Research Center University of Michigan). The scale contained 22 items or questions, which expressed each subject's opinion of his ability to do school work, and how he compared his ability to do school work with others in his class. The California Test of Basic Skills scores for the academic year 1970-71 for each subject was used to establish the reading level.

Null hypotheses were tested to determine if significant differences existed between correlation coefficients for self-concept of ability and grade-point average, and the correlation coefficient of self-concept of ability and reading achievement. Fisher's z transformation was used to test the differences between the correlations.

Findings

The findings below are based on group correlation coefficients at the .05 level of significance.

There is no statistical significant differences between the correlation coefficients of self-concept of ability and grade-point average for Caucasian middle and lower-class boys (girls); for Negro middle and lower-class boys (girls); for Caucasian and Negro middle-class boys (girls); and for Caucasian and Negro lower-class boys (girls).

When analyses of variance were made to examine differences between scores for grade-point average, self-concept of ability, academic achievement, some significant factors were: (1) race, socio-economic status and sex in grade-point average, (2) race and socio-economic status and reading achievement, and (3) socio-economic status and sex in self-concept of ability.

Conclusion

One may conclude that when race, sex, and social status were examined to determine differences between groups (eight groups) in this study there were no significant differences between the correlation coefficients of the several variables (self-concept of ability and grad-epoint average, and self-concept of ability and reading achievement).

It may also be concluded that: (1) race and social status were significant factors in grade-point average, (2) race and social status were significant factors in reading achievement, and (3) social status and sex were significant factors in self-concept of ability for the 120 subjects in this study.

79. Graves, James Merritt. The Effects of a Boys' Club Program on the Self-Concept and Selected Physical Attributes of 12 and 13 Year Olds. Texas A&M University, 1972. 252p. Adviser: Dr. Linus J. Dowell. 73-12,255.

The purpose of this study was to determine relationships between physical and psychological attributes and compare gains in physical and psychological attributes of selected groups.

The subjects used in this study were 277 seventh grade boys in Bryan, Texas. The subjects were: 32 Bryan Boys' Club disadvantaged, group 1; 35 Bryan Boys' Club advantaged, group 2; 167 non-Boys' Club advantaged, group 3; and 43 non-Boys' Club disadvantaged, group 4.

Physical attributes measured were speed, strength, and physical skill. A total T-score was generated by adding the three measures.

Personality attributes were measured by the Tennessee Self Concept Scale. It yielded scores representing physical, moral-ethical, personal, family, social selves and total personality.

Correlations were calculated to determine relationships between attributes. An analysis of variance was used to determine gains.

An analysis of covariance was used to compare groups for differences in the physical and psychological attributes. When interactions were found, Scheffe's test was used.

The total group had relationships between speed and physical self, social self and total personality. Strength had a relationship with the physical self, while total T-score had a relationship between physical self, social self and total personality. Groups 1 and 2, had no significant relationships. Group 4 had two significant correlations, that of speed and total T-score to the physical self. Significant group 3 correlations were speed, strength and total T-score with physical self, personal self, social self and total personality.

In the basic groups, three gains were significant. Group 4 decreased in speed, while group 3 decreased in moral-ethical self while increasing in personal self.

Comparisons of the groups on adjusted posttest mean scores revealed one significant difference. Groups 1 and 4 had a significantly lower score in family self than groups 2 and 3. Interaction occurred with speed and strength. Scheffe's test showed a significant difference between groups 3 and 4 in speed. It favored group 3. No significant difference between groups was found on the strength variable.

The following conclusions are made based on the results of this study for 12 and 13 year old boys.

(1) Boys' Club members score lower than non-Boys' Club members in the attribute family self.

(2) Boys who are advantaged score higher in the attributes of moral-ethical self and family self while boys who are disadvantaged score higher in the attributes of speed and strength.

(3) Relationships exist but vary between selected attributes with boys.

(4) A year's experience in a Boys' Club program or school program causes little gain in selected attributes.

(5) A year's experience in a school program of Boys' Club causes advantaged boys to make a positive gain in the attribute personal self.

(6) Disadvantaged boys will gain less in the attribute family self over the school year than the advantaged boys.

(7) In general, advantaged boys do not gain more in selected attributes during one school year than do advantaged boys.

(8) In general, Boys' Club members do not gain more in selected attributes during one school year than do non-Boys' Club boys.

(9) Boys' progress over the school year at about the same rate in selected attributes.

80. Kosky, Elizabeth Mary. Relationship of Selected Variables to Academic Achievement for Fifth and Sixth Grade Students: Verbal IQ, Perception of Self in School, Race, Fate Control, Socio-Economic Status, and Sex. University of Miami, 1972. 225p. Adviser: Herbert M. Dandes. 72-22,927.

The investigation sought to determine the relationship between academic achievement and selected intellectual, personality, sociological, and demographic variables. More specifically, the study was conducted for the purpose of ascertaining the extent to which a combination of

variables, namely, verbal IQ (Lorge-Thorndike Intelligence Tests), perception of self in school (Test of the Special Meaning of Words), race, fate control (Student Outlook Test), socio-economic status (SES), and sex were related to academic performance. The achievement criteria included reading comprehension, arithmetic concepts, and composite score of these two subtests (Iowa Tests of Basic Skills).

The subjects were 389 fifth and 397 sixth graders drawn from the New Rochelle Public Schools.

A multiple correlation and stepwise regression program was employed. This analysis produced correlations between each of the independent variables and dependent variables for fifth and sixth grades. Intercorrelations of the independent variables were obtained. Three multiple linear regression equations were computed in a stepwise manner for each grade. The first was concerned with the relationship of the independent variables and reading comprehension, the second to arithmetic concepts and the third to composite achievement score.

Verbal IQ, SES, and race employed indivdually were the best predictors of reading comprehension, arithmetic concepts, and composite achievement score for fifth and sixth grades. Correlations obtained between SES and the achievement criteria were significantly higher than those reported for race. Used as single predictors, minimal correlations were found for the variables, perception of self in school, fate control, and sex with each achievement criteria regardless of grade level.

Rs were reported at .76 for reading comprehension, .67 for arithmetic concepts, and .78 for composite achievement score which accounted for 45% to 61% of the total variance for fifth grade. Rs of .79 were obtained for reading comprehension, .67 for arithmetic concepts, and .81 for composite achievement score which accounted for 45% to 65% of the total variance for sixth grade. The Rs for reading comprehension and composite achievement score were statistically higher than Rs for arithmetic concepts at both grade levels.

For reading comprehension, verbal IQ accounted for the largest portion of the variance at both grade levels. SES was the next most important contributor to the R for fifth and sixth grades. The variables, race and fate control contributed minimally to the prediction at both grade levels. The contribution of the perception of self in school measure was negligible for fifth grade and failed to predict for sixth grade. The sex variable failed to enter the regression equation for either group.

For arithmetic concepts, verbal IQ accounted for most of the variance at each level. SES was the second best predictor for fifth and sixth grades. The contributions of the variables, perception of self in school, race, and sex were negligible at both grade levels. The fate control variable failed to predict for grade five and minimally for grade six.

For composite achievement score, Verbal IQ accounted for the greatest percentage of the variance at fifth and sixth grade level. SES was the next most important variable for both grades. The variables, race, fate control, and sex contributed minimally at each level. The contribution of the perception of self in school measure was minimal for fifth grade but failed to predict for sixth grade.

The combination of verbal IQ and SES used with appropriate b weights provided the best prediction for all criteria at fifth and sixth grade levels.

81. Rodriguez, Valerio Sierra. Mexican American Pupils' Self-Concept in Public Elementary Schools. United States International University, 1972. 91p. Adviser: William D. Wilkins. 72-20,550.

Many Mexican American children in the San Diego area attend schools where they form the ethnic majority. The purpose of this study was to determine whether the density of school population of Mexican American pupils makes a significant difference in the self-concept of Mexican American and Anglo American pupils in selected public elementary schools.

The "Piers-Harris Children's Self-Concept Scale" was administered to sixth grade pupils in six schools. Total concept scores, Group I and Group II factor scores were analyzed by a two-factor analysis of variance. The major hypotheses were as follows:

1. The self-concept of Mexican American pupils bears a positive relationship to Mexican American school density: white the self-concept of Anglo American pupils is not related to Anglo American school density.

2. Group I factor scores for Mexican American pupils are positively related to Mexican American school density, but these scores for Anglo American pupils are not related to Anglo American school density.

3. Group II factor scores are positively related to Mexican American school density, but these scores for Anglo American pupils are not related to Anglo American school density.

The sample consisted of sixty Mexican American and sixty Anglo American sixth grade children.

No statistically significant difference exists between the mean scores of the two ethnic groups, but the difference between the mdan scores of pupils in high density schools and those in low density schools is highly significant and in the anticipated direction.

1. The data support the contention that no significant relationship exists between school density and self-concept of Anglo American pupils. On the other hand, Mexican American pupils in high Mexican American density schools have significantly higher self-concept scores, well beyond the .001 probability level, than Mexican American pupils in low Mexican American density schools. The foregoing support the tenability of the first major hypothesis.

2. The results indicate that a significant interaction ($p < .025$) exists between school density and ethnic group. The main effect of school density was found to be significant ($p < .001$) with pupils in high density schools having higher Group I factor scores than pupils in low density schools. These findings support major hypothesis two.

3. The main effect of school density was found to be significant ($p < .001$) with pupils in high density schools having higher Group II

factor scores than pupils in low density schools. These findings support major hypothesis three.

From the results, four conclusions were dran. These are:

1. Mexican American pupils in high Mexican American density schools have significantly higher self-concept scores than those in low density schools.
2. The total self-concept scores of Mexican American and Anglo American pupils are not related in the same manner to differences in ethnic density levels.
3. The self-concept of Mexican American pupils bears a significantly higher relationship to density levels than does the self-concept of Anglo American pupils.
4. Anglo American pupils are not significantly affected by varying degrees of Anglo American density.

82. Vaden, Jr. Thomas Burwell. An Evaluation of a Psychoeducational Approach to the Concept of Self-Control. University of Virginia, 1972. 137p. 72-33,260.

The purpose of this study was to determine the effectiveness of a classroom initiated approach to developing self-control in second grade children. The independent variable consisted of a supplemental curriculum employing games and role playing techniques designed to teach children skills that would beighten their awareness of the affective dimensions of school experience, facilitate academic achievement, and teach control over their behavior in school.

The sample consisted of 159 second grade children attending three Washington D.C. elementary schools participating in the Model Schools Division. One experimental and one control class were located in each of the three schools. The members of the study group were primarily black children living in the lower socioeconomic area of the North West section of Washington, D.C.

The question to be investigated by this study was the relationship between the implementation of a program to teach self-control and children's improvement in (1) school adjustment, (2) academic achievement, and (3) observable classroom behavior.

Data required for the purposes of this study were obtained by administering to all subjects the (1) Psychoeducational Screening System for Identifying Resourceful, Marginal, and Vulnerable Pupils in Primary Grades, (2) reading and math subtests to the California Achievement Test, and (3) Task Attention Test. Data were analyzed by applying Chi square, andlaysis of covariance, and independent t-tests, respectively. In addition to the analysis of differences between the experimental and control groups, comparisons were also made between experimental and control males and experimental and control females.

The analysis of data found the self-control program to be significantly related to school adjustment at the .01 level of confidence.

The analysis of data from the male and female subgroups found significant relationships at the .05 and .01 levels of confidence respectively. This relationship between the self-control program and academic achievement was not found to be significantly related at the .05 level of confidence, except in the male subgroup where a negative relationship existed with the control group demonstrating significantly greater achievement in math at the .01 level of confidence. No significant relationship was found to exist at the .05 level of confidence between the experimental program and the Task Attention measure of observable behavior, although there appeared to be a trend toward improvement in the experimental group.

The results of this study suggested the value of implementing a program in elementary schools, which is designed to improve school adjustment through affective awareness. Results pertaining to achievement and task attention were less clear and suggested the necessity of investigating these variables over a greater period of time.

## Self Concept

### Secondary

83. Downing, Lewis Jackson. The Comparison-Reference Process as it Relates to Ninth Grade Indian and Non-Indian Boys of Low Socio-Economic Status. The University of Oklahoma, 1965. 83p. Adviser: Professor Harry J. Parker. 65-4711.

This study concerned itself with two problems. The primary problem was to determine the applicability of Festinger's theory of comparison-reference choices to Indian and non-Indian boys of low socio-economic status. The secondary problem of the study was concerned with the relationship between these comparison-reference choice and near sociometric choices.

Hypotheses were based to a large extent upo Festinger's theory which postulates that individuals assess their abilities by comparing themselves with others in agroup which are selected because their abilities are similar to those of the individual.

The subjects employed in the study consisted of twenty-two Indian boys from Red Lake Schools, Red Lake Indian Reservation, Red Lake, Minnesota, and twenty-two non-Indian boys from Bagley Junior High School, Bagley, Minnesota. All subjects were in the ninth grade and were from homes considered to be low socio-economic.

Instruments used in the study consisted of the Differential Aptitude Tests, the Iowa Tests of Educational Development and a sociometric questionnaire designed to elicit comparison-reference choices, near-sociometric choices and a self-estimate of ability.

Two basic statistical methods were used in the study. The Pearson Product-Moment correlation coefficients were obtained between subjects' scores and the mean scores of their comparison-reference choices; between subjects' scores and the mean scores of their near-sociometric choices; and between subjects' scores and their self-estimates of ability.

The significance of these correlation coefficients was determined by the use of the t ratio. Where applicable, the significance of the difference between these correlation coefficients was tested by using Hotelling's test of the significance of the difference between correlation coefficients based on the same sample.
Conclusions:

1. Non-Indian subjects were able to arrive at a subjective assessment of their abilities by comparing themselves with others. Therefore, Festinger's theory was supported by the non-Indian subjects.
2. Indian subjects were not able to arrive at a subjective assessment of their abilities by comparing themselves with others. Therefore, Festinger's theory was not supported by the Indian subjects.
3. Those individuals chosen by the Indian subjects as comparison-reference and near-sociometric choices were quite similar both in level of academic achievement and level of academic ability, but they were not similar at a statistically significant level to the subject.
4. Both Indian and non-Indian subjects had a significantly greater tendency to select individuals who possessed both a level of academic achievement and a level of academic ability similar to their own when making comparison-reference choices than when making near-sociometric choices.

84. Cook, Keith Emery. Differences Between Self-Concepts of Disadvantaged and Non-Disadvantaged High School Students Within Certain Types of Rural And Urban Communities. University of Maine, 1969. 292p. Adviser: Alpheus Sanford. 70-19,194.

This study was designed to test the proposition that the self-concepts of disadvantaged adolescents would be differentially affected, from community to community, according to the social and economic characteristics of the communities in which they reside. The Tennessee Self Concept Scale was administered to disadvantaged and non-disadvantaged high school students in rural depressed, rural non-depressed, affluent suburban, and typical urban communities. Factorial analysis of variance revealed the following differences:

1. Except for one aspect of self-concept, the disadvantaged students perceived themselves in as positive a way as did the non-disadvantaged; however, the disadvantaged were more defensive, confused, conflicted, and uncertain in their self-reports.
2. Subjects in the rural depressed community had more positive self-concepts than those in the affluent suburb. The data suggested that these more positive self-concepts were maintained through the use of more defensiveness.
3. In the community which had the greatest social and economic extremes (rural non-depressed), the negative impact upon the self-concepts of the disadvantaged was the greatest.

4. Within the communities which were more homogeneously composed of either low- or high-income families, the self-concepts of the disadvantaged and non-disadvantaged were more alike than were the self-concepts of:

(a) the disadvantaged and non-disadvantaged collectively across all communities.

(b) Students grouped solely by community of residence and compared with each other.

5. There were as many self-concep differences among the groups of disadvantaged students as there were between the disadvantaged and non-disadvantaged students.

85. Incerto, Richard A. Impact of a Cultural and Educational Enrichment Program on the Sense of Identity of Economically Disadvantaged Adolescents from an Urban Area. Boston University School of Education, 1970. 184p. 70-22,456.

Recently, the educational opportunities afforded poor children in America's public schools have been severely criticized. Many students of the field are concerned with the school environment provided the disadvantaged child, where he becomes victim of an established social and educational setting designed for students from middle class homes and value systems; and taught by educators with middle class values and attitudes.

The educational environment of the disadvantaged is stifling, causing him to display the "deviant behavior" of frustration, conflict, and rebelliousness, with the end result of "dropping out of school," or the main stream of society. In some instances, he may remain in school, but drop out mentally and passively await graduation. In either case, he eventually enters a world of work which continuously stresses a knowledge of technological skills, and he is faced with continued stress, incompetence, and conflict.

Erik Erikson believes that the adolescent is struggling for a sense of identity; unable to achieve this goal he becomes a confused, non-productive, anti-social person. However, positive intervention can alleviate the negativism and assist the adolescent in his search for identity. Therefore, Erikson's concept of identity was used as a unique program of educational, recreational, and cultural enrichment.

Tests were administered to eighty 14 to 15 year old economically disadvantaged ninth grade students in an urban school. Forty students were randomly selected (Experimental Group) for Upward Bound. The remaining forty comprised the non-treatment group (Control). The tests were administered before, during (end of 8-week residency program), and after the investigatory period. They were: Otis I.Q., Form C; Semantic Differential, 12 self related concepts; and the Personal Opinion Inventory, Scale, with 4 sub scales. Statistical Design consisted of a comparison of the group means and t tests of confidence.

Hypothesis I states: subjects would have diffused sense of identity. Analysis of the data, prior to intervention, showed no significant

differences between the means of thirty-two of the thirty-six Semantic Differential variables. Significant (.05), but random differences were found on the remaining 4 variables. No significant differences were found on the Personal Opinion inventory scales.

The results reflect poor self images, personal conflict, social apathy, and a sense of confusion, which lends support to Hypothesis I.

Hypotheses II and IV stated that the treatment group would change their attitudes and motivations towards school, career and self, thus decreasing the confusion within their inner identity and promising a more positive sense of identity.

The findings indicated this brief (16 weeks) program has reached these adolescents. The treatment group (Experimental) is not as eager to drop out of school (.05) as the non-influenced (Control) group. The treatment group changed significantly (.05) in their desire to "drop out of school". They were able to evaluate the community conditions realistically, and they did not disengage themselves from school or further education. This was indicated in the significant change (.05) of their evaluation of school. The reason for this accrued positivism may be found in their growing self esteem (POI-.05) throughout the treatment period.

Conceivably the initially diffused inner identity of the treatment group has been brought into sharper focus, perhaps social and personal disregard has been dispelled to a significant extent. The findings suggested higher self esteem, self related concepts, related attitudes, values, and activity disposed toward positive change in the treatment group. However, the non-treatment group remained confused in these areas.

Hypothesis III stated: that there would be a significant positive change in the experimental group's grades, but not in the grades of the control group.

The findings are that the control group's grades in Mathematics deteriorated one full grade, and nearly a full grade in English. The experimental group maintained stability in both grades throughout the investigation period. While Hypothesis III, as stated, is not confirmed, the positive effect of the treatment condition on these grades is clear.

The results of this investigation lend support to the hypothesis that a cultural and educational enrichment program for socially and economically disadvantaged adolescent produces clearcut and measurable effects on this group.

86. Allen, John G. The Effects of an Achievement Motivation Program on the Self-Concepts of Selected Ninth-Grade Students Representing Three Ethnic Groups. North Texas State University, 1972. 97p. 73-12,906.

The problem with which this investigation was concerned was that of determining the effects that an achievement motivation program had on changing the self-concepts and academic achievement among ninth-grade students in a tri-ethnically mixed junior high school.

The subjects for this study were ninth-grade students from a large southwestern city. The experimental program was conducted in a junior high school composed of Anglo, Mexican-American, and Negro students of approximately 30 per cent, 40 per cent, and 30 per cent ratios, respectively. The comparison school was an adjoining area with approximately the same ethnic mixture.

In measuring changes in self-concept, the Piers-Harris Children's Self-Concept Scale was used. Teacher-assigned grades converted to numerical equivalents were used in measuring changes in academic achievement.

All hypotheses were tested at the .05 level of confidence by using two by three analysis of covariance. All data were entered on computer cards, using computer services of North Texas State University.

Chapter I contains the statement of the problem, purpose of the study, hypotheses, definition of terms, limitations, basic assumptions, a description of the experimental program, a description of the teachers in the program, and a summary.

Chapter II contains a review of related literature regarding self-concept and achievement.

Chapter III describes the subjects, the instrument used, procedures for collecting data, and procedures for treating the data.

Chapter IV presents the hypotheses and the analysis of the data collected.

Chapter V gives the summary, conclusions, and recommendations.

The appendix gives a summary of data used, including ranges of scores and standard deviations.

Eight hypotheses were tested. The first stated that there would be no significant difference between adjusted self-concept means when testing for the main effect of ethnic group membership. This was upheld.

One hypothesis stated that the experimental group would achieve significantly higher self-concept means than the comparison group. This was not substantiated at the .05 level, but there was a significant difference at the .10 level.

Another hypothesis stated that the increase in self-concept means would be greater at the end of the year's program than at mid-term. This was rejected. Only the Anglo students showed greater gain.

One hypothesis stated that there would be no significant difference between adjusted mean scores when testing for the main effects of the variable of sex. This hypothesis was supported.

Conclusions were that there are no great differences among reported self-concept of Anglo, Mexican-American, and Negro students. The Anglo students only benefit from a year's program rather than one semester. While grades dropped for the second semester in both schools, the program was effective in showing a smaller drop in the experimental school than in the comparison school.

It is recommended that a program for developing self-concept be started early in a child's academic program and that a great deal of research be done in determining how such a program can be better utilized with children of minority groups and in developing instruments for measuring self-concept of children.

87. Arnn, John Wesley. Self-Security Perceptions Involving Multicultural Populations. East Texas State University, 1972. 72p. Adviser: John P. McQuary. 73-4433.

It was the purpose of this study to seek answers to questions surrounding the concept of security. Does the term "security" have different connotations among varying age levels of members of one culture? Do members of opposite sexes of the same culture perceive security in a different manner? Are there differences in the perception of security among different educational levels of the same culture? Do members of the Anglo, Mexican-American, and Negro cultures differ as distinct groups with one another in their perception of security?

The sample for the present research was composed of 451 subjects from the Kingsville, Texas, area. Of the total sample, 150 were Anglos, 151 were Mexican-Americans, and 150 were Negroes. Each cultural group contained an equal number of college students, high school students, and junior high students. Half of each group was male and half was female.

Three interviewers of different cultural origin were chosen to work with their respective cultural group. They asked the subjects to related an incident in their life during which they felt most insecure. The subjects' self-reports were then analyzed by three judges in order to identify similar elements contained in the self-reports. Similar elements were grouped into categories of security and insecurity. The categories of security were: (A) religious experience, (B) immediate family, (C) being with persons who care, (D) establishing or achieving goals, (E) leaving a threatening situation, (F) incidents too few to individually categorize. The cultural groups and their sub-groups were then compared on the basis of the established categories by utilizing the chi square statistic.

The hypotheses tested were developed from the questions presented in the Purpose of the Study.

Findings: The results of the application of the chi square statistic on the collected data indicated a significant difference in the cultural groups' perception of security and insecurity. There was also a significant difference in the perception of security by age and academic level within the Negro and Mexican-American cultural groups. The results of the study indicated no significant difference according to sex in the perception of security. The group contributing the most difference among the cultural groups, in terms of security perceptions, was the Anglo group.

The results of the evidence in the study have indicated the following conclusions: 1. Anglo, Mexican-American, and Negro cultural groups perceive security differently. 2. Anglo, Mexican-American, and Negro cultural groups perceive insecurity differently. 3. There is a difference in the Mexican-American and the Negro cultural groups in the perception of security by age and academic levels. 4. Sex appears to play an insignificant part in the perception of security within a cultural group. 5. Culture is a determinant in the perception of security and insecurity. 6. The family element must be given serious consideration as a facet in any definition of security. 7. Security does not appear to be the absence of insecurity.

88. Cheek, Donald Kato. Black Ethnic Identity as Related to Skin Color, Social Class and Selected Variables. Temple University, 1972. 137p. 72-17,682.

A common observation of social scientists has been that collections of people differ in their "groupness" or "stick-togetherness" and that variations in this quality seems to be associated with a host of other essential aspects of individual and group behavior. Past attempts have been made to explain this individual variation in feelings of kinship towards one's racial group, especially focusing upo Negroes as a minority, that is, discernable and convenient for study. These past studies are of questionable age and use when considering how the Black community has undergone many current changes as symbolized by the emphasis on black unity.

This study attempted to determine the relationship that specific social variables had to the variation in Black identity. The explanatory variables selected were the judgment of skin color in contrast to the perception of one's own skin color. The sample size included 428 U.S. Blacks who were mostly students and 113 Africans who for the most part were students. The findings were as follows:

a) The relationship of the social structural variables of age, region, social class and social mobility with respect to Black identity was minimal.

b) The relationship of judged skin color to perceived skin color was high on the surface but had increasing distortion for the darker respondents.

c) The relationship of judged skin color to Black identity was not supported.
d) The relationship of perceived skin color to Black identity was not supported.
e) Accurate perception and specific types of inaccurate perception was established as being related to the variation in Black identity.

How potent the concept of perceptual accuracy is in unraveling the Black identity question has yet to be properly tested.

The data in this investigation has introduced the idea that when we consider how a person defines the situation we should give some thought to it's accuracy or inaccuracy. At least this type of consideration is in the direction of developing dynamic instead of static concepts which attempt to understand the character of the kindof society in which we live.

89. Davis, Jr. Samuel. A Study of the High School Success Patterns of a Group of Black Males Through High School. Wayne State University, 1972. 283p. Adviser: Theodore D. Rice. 73-12,500.

The purpose of the study is to describe the high school success patterns of a selected sample of black males through high school. The study also seeks to provide new knowledge regarding black males who succeed in high school. The determination of factors that contribute most to high school retention, that are insightful regarding high school experiences that prepare for post high school life, and that provide information as to the quality of those skills are other purposes of the study.

Some subsidiary purposes were to get information regarding motivation, coping strategies, concepts of equality, luck, and institutional racism.

Two groups of black males made up the sample. One group was made up of black male professionals from the areas of medicine, education, law, and an omnibus group of "other" professionals. The other group was made of summer, 1971, graduates from four inner-city high schools. Each participant of the two samples was asked to respond to questionnaires which were essentially parallel.

Both questionnaires are divided into four general sections that focused on demographic information, concomitant activities while in high school, color related factors, and academic related activities. Professional questionnaires were mailed, graduate questionnaires were delivered to the schools and administered directly.

Questionnaire responses are computer processed. Print-outs provide totals in number of responses and percents by the professional subgroups (doctors, educators, lawyers, and "others"), and by graduate majors (college prep, vocational, and general).

The findings from the two questionnaires are analyzed and illustrated by tables and descriptions in terms of percents. Some of the findings are: professionals indicate high levels of preparedness for

post high school study, while the 1971 graduates generally do not. School seems to have been more relevant to professionals in terms of interest, grades, conduct, and preparation than to graduates. The factor most responsible for retaining black males in high school through graduation is "self." Following "self" as retention factors are: the family, and educated examples.

Some other major findings are: black males do have some few examples to emulate. Professionals generally have idols and graduates usually do not. Many professionals had made post high school career choices and some graduates also had made no choices, even at graduation. The parents of both groups had high regard for education which may have been one of the coping strategies. There are some identifiable characteristics when the subgroups are examined internally. Doctors, educators, and college prep students indicate strong similarities. Graduates have less difficulty dealing with their blackness than did professionals, and color of faculty had little to do with achievement in either population. Most professionals believe to some degree in the Horatio Alger concept, and luck is not seen as much of a factor in getting through high school.

The findings point to some minuses in the high school when viewed in the context of the black male. Among the need is future study focusing on the needs of black males to improve their educational aspirations.

90. Dixon, Clarence Curtis. A Comparative Study of the Self Concepts of Disadvantaged and Advantaged Negro Students. University of Georgia, 1972. 148p. Advisers: Dr. Reba Burnham and Dr. Joseph Bledsoe. 72-34,065.

The major purpose of this study was to examine the self concepts of disadvantaged Negro children in grades eight through twelve in a predominantly white high school. It was also the concern of this study to compare the self-perceptions of disadvantaged Negro children with those of Negro children who are not generally described as disadvantaged.

The following hypotheses were tested: 1. Disadvantaged Negro children have negative self-perceptions. 2. Advantaged Negro children have positive self-perceptions. 3. Disadvantaged Negro children differ significantly from advantaged Negro children in their self-perceptions. 4. There are significant differences between the self-perception scores of disadvantaged and advantaged Negro children they are grouped according to grade. 5. There are significant differences between the self-perception scores of disadvantaged and advantaged Negro children when they are grouped according to sex. 6. There are significant differences between the self-perception scores of disadvantaged and advantaged Negro children when they are grouped according to any

combination of sex and grade.

The Tennessee Self Concept Scale developed by Fitts (1964) was selected for use in this study. Data obtained from this test were statistically treated by an analysis of variance design. The significant differences on the TSCS between the two schools and the interactions of school with sex, school with grade, and school with sex and grade were calculated. In addition, the mean self-perception scores and standard deviations for the advantaged and disadvantaged children were computed.

The population for this study was drawn from the total number of Negro students in two integrated urban high schools. A sample of 200 disadvantaged students (100 males and 100 females) and 200 advantaged students (100 males and 100 females) was randomly selected. All subjects were Negro students in grades eight through twelve, and 40 students were chosen from each grade. Both groups of students lived in integrated areas of their community and attended neighborhood schools.

Three programs were used in the analysis of the data in this study. They were the BMDO8V Program for Analysis of Variance, the BMDO2D Program for Correlation with Trans-generation, and the MUGALS Analysis of Variance Program.

The findings of this study were reported in the form of tables, figures, and related discussion. The analysis of variance was calculated to determine the specific factors influencing the F-ratios. These results, along with the adjusted means and standard deviations, were presented in appropriate tables accompanying each discussion. Significant interaction effects were shown graphically by appropriate figures.

Thefindings were as follows:

1. Disadvantaged Negro children have negative self-perceptions.
2. Advantaged Negro children have positive self-perceptions, though not extremely so when compared to the norm group in the TSCS Manual.
3. Disadvantaged Negro children differ significantly from advantaged Negro children in their self-perceptions. There are some specifications to this generalization especially for grade differences. Thus for some important variables, the difference between the advantaged/disadvantaged depends to a great degree on the particular grade. In some instances there were little or no differences between the groups, especially at the twelfth grade. The greatest differences were nearly always found at the eigth grade level.
4. There are no significant differences between the self-perception scores of disadvantaged and advantaged Negro children when they were grouped according to grade with the exception of 4 variables tested.
5. There are no significant differences between the self-perception scores of disadvantaged and advantaged Negro children when they were grouped according to sex, except for 1 relatively unimportant variable.

6. When the self-perception scores of disadvantaged and advantaged Negro children are grouped according to any combination of sex and grade, the conclusions are somewhat variable (not so clear). Clearly the advantagement/disadvantagement variable emerges as the major distinguishing variable, but the differences in self concepts between groups separated by family income depend to a considerable degree in many instances on the particular grade and/or sex. Thus in 13 of 29 first-order and 4 of 29 second-order variables, differences involving grade and advantage/disadvantage were significant. Similarly, 1 first-order and second-order variables for the sex variable were significant.

91. Hraba III, Joseph. Socialization into Black Consciousness. The University of Nebraska, 1972. 264p. Adviser: Jack Siegman. 72-27,399.

Recently, black militancy has become a social science research interest. Unfortunately, definitions of militancy vary in this research. It was proposed that a definition of the racial situation faced by black people is fundamental to black militancy. A definition of the racial situation which acknowledges the existence of racial barriers, deprivation, and the external control of black life chances; and recommends that black people should be dissatisfied with these conditions and should join groups to pursue their collective interests, which are believed not to be shared by whites, is termed black consciousness. To be black conscious about the racial situation one expects to personally face in the future is termed self-placement into black consciousness. Becoming black conscious and placing oneself into black consciousness are seen as processes by which blacks come to define the racial situation in the above manner. Besides their firsthand experiences with the racial situation, attention to certain forms of mass media and participation in civil rights organizations on the part of adolescents and their significant others was hypothesized to be associated with adolescents becoming black conscious and placing themselves into black consciousness.

The respondents are 68 percent of the black adolescents enrolled in the public secondary schools in Lincoln, Nebraska in October 1970. A questionnaire was administered to groups of respondents at these schools. The majority of the respondents are junior-high-school students. The instrument had been pretested with adults in local civil rights organizations.

The two dependent variables formed Guttman scales. The independent variables were also measured in terms of response to the questionnaire. Proposed correlates of black consciousness (forms of racial political action and black territoriality) were also measured in terms of responses to the questionnaire. Gamma was used as a measure of association.

Attention to black publications, especially black newspapers and particular ideological publications, and race-related television programs,

especially documentaries on racial conditions and programs on black culture, on the part of both the adolescents and their significant others is associated with the dependent variables. Among older adolescents their own attention to mass media is more strongly associated with their black consciousness than this attention on the part of their significant others. This is not always the case among younger adolescents. Lastly, black-conscious adolescents are more likely to define their influentials as being knowledgeable about the Black Movement.

On the other hand, participation in civil rights organizations on the part of both the adolescents and their significant others is only positively associated with the dependent variables among younger adolescents. Among older adolescents this association is consistently negative.

Black Power forms of racial political action and black territoriality were weakly associated with the dependent variables. However, among older, female and working to lower-class adolescents, the associations were stronger. This suggests that experiences, in addition to black consciousness, are crucial in channeling black consciousness into forms of racial political action and black territoriality. Negative contact with whites and the political activity of black groups in the local community were suggested as being important.

92. Maldonado, Bonnie Buckley. The Impact of Skin Color by Sex on Self Concept of Low Socioeconomic Level Mexican-American High School Students. New Mexico State University, 1972. 132p. Adviser: Doctor William C. Cross. 72-31,647.

The purposes were to determine (1) if the self-concept is affected by the independent conditions of skin color and sex, and (2) if the self-concept is affected by the interactions resulting from the variables of skin color and sex.

This study was conducted in two New Mexico public high schools during the academic year 1971-1972. The total group sample was composed of 174 tenth, eleventh, and twelfth grade students of Mexican-American descent for whom four data indices were available: (1) scores on the Tennessee Self Concept Scale (TSCS); (2) scores on Hollingshead's Two-Factor Index of Social Position (ISP); (3) classification as to skin color, and (4) sex.

The subjects were assigned to categories on the basis of their sex and skin color.

The data in this investigation were treated by means of a two-way analysis of variance to determine whether the influence of the two independent variables, sex andskin color, on the fourteen measures of self-concept was significant. Where significant F ratios were obtained the Neuman Keul's Multiple Comparisons Test was subsequently applied to sex and skin color in order to determine significant differences. Pearson's Coefficient of Concordance was used to

determine significant correlation coefficients for the students', investigator's, and the judges' ratings of skin color. Further analyses of variance were performed to determine any significance in the investigator's and judges' ratings of skin color by sex.

The results of this study as they pertained to the two hypotheses were as follows: the results of the study partially supported hypothesis one. Four measures of self-concept were found to differ significantly as a result of the independent variables of sex by students' perceptions of skin color. The Self-Satisfaction Score, the Physical Self Score, the Variability Score and the Defensive Positive Score were affected by the independent condition of sex. The independent variable of skin color affected the Self-Criticism Score, the Total Conflict Score, and the Physical Self Score. There were no significant interaction effects in support of hypothesis two. Pearson's Coefficient of Concordance found very low coefficients of contingencies for all skin color ratings. Analysis of variance for sex by investigator resulted in the Total Conflict and the Family Self Scores being affected by skin color. The Family Self Score was affected by the independent condition of skin color according to analysis of variance for sex by Judge One. A significant interaction was found on the Identity Score. Analysis of variance for Judge Two revealed a significant interaction on the Defensive Positive Score. Analysis of variance for Judge Three indicated a significant main effect on the Variability Score by sex. There were significant interactions on the Identity and Family Self Scores for Judge Three.

Conclusions: 1. Male and female low socioeconomic level Mexican-American subjects did not differ significantly with regard to their overall levels of self-concept. Sex and skin color slightly affected the subjects' perceptions of their personal worth, to what degree they liked themselves, and of their confidence in themselves. 2. The lower socioeconomic level students did not exhibit a sense of inferiority and worthlessness to the degree which is generally attributed to their social class.

93. Nobles, Wade Winfred. The Effects of African Identification Versus American Identification and Cultural Message Versus Economic Message Exposure on Group-Unity. Stanford University, 1972. 122p. 73-4566.

The total absence ofAfrica and Africanity in the theories of so-called "Negro" identify would have one to believe that Africa and its influence on Black people was totally non-existent. The theories imply that the identity of Black people was made (in isolation) in America. Most of the research which follows this line of reasoning accepts the assumption that Black people, in judging ourselves the way other people (white people) do, are "forged" into a servile, passive, and inferior role which in time becomes indistinguishable from the real person.

In this research it was suggested that naming, or classification, begins the process of "identification--identification being the process whereby individuals are effectively linked or bound together with their "kind" as a people or a group. Accordingly, we expected the classification of "kind" to signify a kind of action. It was also suggested that two orientations prevail in Black communities. The political persuasions consistent with these orientations are the Marxist-Leninist ideology and the Cultural-Nationalist ideology.

Both the acknowledgment of one's kind (identification) and the ideology (message orientation) one receives combine to determine the direction people will take on all questions and issues. The unification of Black communities (e.g., group-unity) is one such issue. This study reports the effects these characteristics (identification and ideology) have on Black people's feelings about group-unity.

The independent variables were: (1) identification and (2) message exposure. The dependent variable was group-unity.

The two primary hypotheses were that: (1) subjects who identified themselves as "African" would score significantly higher on the group-unity measures than would subjects who identified themselves as "American," and (2) subjects who were exposed to the culturally based message would score significantly higher on the group-unity measures than would those subjects who were exposed to the economically based message.

For the ethnocentric measures, Group-unity 1, both identification and message exposure had an affect on the amount of group-unity. In the acceptance measure, Group-unity 2, the American identification subjects had lower overall acceptance scores than did the African identification subjects. There were no significant differences found between subjects with regard to message exposure. For the semantic meaning and similarity measure, Group-unity 3, the perceived meaning of the concepts -- African, American, and Myself-- did not differ as a function of identification or message exposure. In terms of semantic similarity, there was a significant identification effect. The effect of message exposure on semantic similarity was also significant.

In summary, we found that the effect identification and message exposure had on the feelings of group-unity was significant. It is believed that the subsequent educational, political, and psychological implications this study has for Black communities in this country and throughout the world are far reaching and directly applicable to the control and destiny of these same communities.

94. Rodriguez, Alice. The Relationship of Self-Concept and Motor Ability in Certain Selected Negro and Caucasian Tenth Grade Girls. The University of Alabama, 1972. 126p. 73-8011.

The purpose of this study was to determine the degree of relationship between self-concept and motor ability, and to determine whether or not Negro tenth grade girls differ significantly in terms of self-concept and motor ability from Caucasian tenth grade girls enrolled in two different Tuscaloosa County high schools.

Permission was obtained from the Tuscaloosa County Assistant Superintendent for Instruction to involve the physical education teachers and the pupils enrolled in schools operated by the Tuscaloosa County Board of Education. Personnel involvement included two high school principals and four tenth grade physical education teachers. Pupil involvement included 176 tenth grade girls of which eighty-eight were Negro and eighty-eight were Caucasian.

The methodology and procedures of this study were explained to the personnel involved. The Scott Motor Ability Test was administered to the subjects by the investigator and six student assistants from each of the two high schools. The subjects were tested during their regularly scheduled physical education classes.

The Tennessee Self-Concept Scale was then administered by the investigator in accordance with instructions outlined in the scale. This test was also administered during their regularly scheduled physical education classes.

The statistical technique used to determine the relationship between motor ability and self-concept was the Pearson Product-Moment Correlation. The raw scores were used for the motor ability tests and the t-test (analysis of variance) was used to determine differences.

The data appear to justify these conclusions: (1) Negro tenth grade girls had a lower overall level of self-concept than did the Caucasian tenth grade girls; (2) Caucasian girls were more variable and inconsistent in terms of self-concept than Negro girls; (3) Negro girls were superior to the Caucasian girls in arm strength and shoulder girdle strength; (4) Negro girls were better coordinated than Caucasian girls; (5) there were no significant differences between Negro and Caucasian girls in terms of ball handling, ball control, and leg power; (6) no positive significant relationships were found amoung the self-concept variables and motor ability variables with the Negro and Caucasian groups combined; (7) Negro and Caucasian girls who were strong, well coordinated and had leg power did not like themselves, did not seen themselves as they really were and were not satisfied with their health and physical appearance; (8) for prediction of self-concept from motor ability, the selection of the standing broad jump would be the most accurate of the three motor ability tests for Caucasian and Negro subjects; (9) for prediction of self-concept from motor ability the selection of the wall pass would be the least accurate of the three motor ability tests for Caucasian and Negro subjects; (10) Negro girls who had leg power also had a capacity for self criticism; (11) Caucasian

girls who were strong, well coordinated and had leg power did not reflect a very high level of self-esteem.

These recommendations were made for further study: (1) that further research be conducted to determine differences which may exist among Negro and Caucasian girls of rural and urban areas; (2) that further research be conducted in order to investigate the relationship of motorability and self-concept with Negro and Caucasian girls from different geographic areas; (3) that further research be conducted to determine the role of factors such as nutritional status, opportunities for physical activity, anthropometric differences, and motivation in determining the self-concept and motorability performance of tenth grade girls; (4) that in physical education programs for Negro and Caucasian tenth grade girls, strong emphasis should be placed upon the development of positive self-concept for Negro girls. Concerted efforts should also be made to develop arm strength, shoulder girdle strength, and coordination for Caucasian tenth grade girls; (5) that race not be a basis for classification of students into homogeneous groups for participation in sports activities; (6) that motorability be a basis for classification of students into homogeneous groups for participation in sports activities; (7) that in physical education programs for tenth grade girls emphasis be placed upon the development of a positive self-concept for Caucasian girls who are strong, well coordinated and have leg power.

95. Westney, Ouida Elaine. The Comparative Effects of a Group Discussion Program and a Lecture Program on the Self Concept, Attitudes Toward Pregnancy and Manifest Anxiety of Unwed, Primigravid, Negro Adolescent Girls. University of Maryland, 1972. 121p. Adviser: Dr. B. Lucile Bowie. 72-20,795.

The purpose of this study was to assess the comparative effects of a group discussion program and a lecture program on the self concept, attitudes toward pregnancy, and manifest anxiety of unwed, Negro, adolescent girls who were expecting their first baby.

It was hypothesized that a group of girls who were exposed to a discussion program for expectant mothers when compared with a similar group of girls who were exposed to a lecture program would demonstrate:

1. A greater increase in self concept,
2. A greater increase in positive attitudes toward pregnancy, and
3. A greater decrease in manifest anxiety.

The 24 subjects used in the study were obtained from the Prenatal Clinic of the University of Maryland Hospital in Baltimore, Maryland. They were self-selected since they voluntarily decided to be involved in an educational program for young expectant mothers. They were, however, randomly assigned to the lecture and discussion programs, 12 in each program.

Prior to the beginning of the discussion program and the lecture program, the Tennessee Self Concept Scale, the Pregnancy Research Questionnaire, and the Taylor Manifest Anxiety Scale were administered to all subjects to measure self concept, attitudes toward prenancy, and manifest anxiety, respectively.

One group of six subjects was then exposed to the discussion program, and another group of six to the lecture program. In each case, the program consisted of eight, weekly one and one-half hour sessions in which content relating to expectant parent education was given consideration. At the termination of the educational programs, themeasuring instruments were re-administered. The experiment was then replicated using the remaining six subjects from each program.

Pre- and post-treatment total scores obtained by the subjects on the three assessing instruments provided the data for testing of the null hypotheses. The .05 level of significance was required for rejection of each of the null hypotheses.

The data obtained were treated by the analysis of the covariance using, in each analysis, the post-test score as the criterion and the appropriate pre-test score as the covariate.

None of the three null hypotheses was rejected at the .05 level of significance. The indications were that the post-treatment scores for self concept, attitudes toward pregnancy, and manifest anxiety for the subjects who were exposed to the educational programs showed no differences between the groups which could not be explained by differences in the pre-treatment scores.

Evidence from the study, therefore, idicates that for small groups there is no measurable superiority of the discussion over the lecture program in increasing the self concept and positive attitudes toward pregnancy, and in decreasing the manifest anxiety of the unwed, primigravid, Negro adolescent girls who were exposed to these educational programs.

## Locus of Control

96. Golden, Celia Judith Sugar. Concept Formation as a Function of Locus of Control and Method of Presentation Among Some Disadvantaged and Advantaged Fifth Grade Students. The Pennsylvania State University, 1971. 122p. 72-9467.

According to Rotter's social learning theory, internal locus of control individuals perceive a stronger relationship between their own behavior and the consequential reinforcement from the environment than do external locus of control individuals. Since disadvantaged (LSES) children are more apt to maintain external control and perform more poorly academically than aavantaged (MSES) children, it was hypothesized that an intervention technique which benefitted the external child's academic performance would be more appropriate for the LSES child and would consequently reduce the discrepancy between the LSES and MSES group achievement means. As externals are also relatively more dependent on enviromental cues, an increase in structure in the teaching-learning situation was felt to be one technique for improving the externals' achievement performance.

The basic design used was a levels (LSES, MSES) by levels (internal, external) by treatment (degree of structure) factorial design with one repeated measure (one or two relevant dimensions on a concept formation task). The locus of control scale was given to 14 classes; subjects were then screened for missing data, extreme reading achievement scores, and extreme age, in that order, to obtain the sample pool. Eighty sample subjects, were randomly selected from the internal and external ranges on the locus of control scale for individual testing on concept formation. Non-verbal criterion measures were (1) number of correct responses and (2) trials to criterion. The verbal criterion measure was the ability to verbalize the correct concept.

Data analyses revealed that LSES children were more external at the population level than MSES children, but not at the sample pool level. Although SES differences were predicted on verbal, but not on nonverbal measures, no SES differences were found. As predicted, a teaching condition by locus of control interaction was found. Internals were handicapped by additional structure while externals performed better than internals in the more structured treatment condition. Since past research has shown internals to be better learners in the regular classroom, additional structure in the teaching-learning situation in this study seemed to be a practical intervention technique for improving externals' performance regardless of SES. Although a SES by level of difficulty interaction was predicted with internals performing relatively better on the more difficult tasks, only a trend in that direction was observed.

97. Crane, Valerie. Effects of Black or White Adult Modeling with or Without Rule Structure on Adopting a Standard for Self-Control in Sex- to Eleven-Year-Old Black Boys. Fordham University, 1972. 110p. Adviser: Bonnie L. Ballif. 73-1505.

The purpose of this study was to determine the effectiveness of black or white male adult modeling with or without rule structure on adopting a standard for self-control in sex- to eleven-year-old black boys.

Subjects were 162 black males from six to eleven years of age from two urban schools and were randomly assigned to rule-structure, no-rule-structure, or control groups. Half of the subjects were exposed to a black model and half of the subjects were exposed to a white model. The models were two black and two white male undergraduates; the experimenters were four white female adults.

The materials were stories indicating intentional acts of transgression with two endings; one indicating self-control and one indicating external control. A self-control response stated that the child had control over the consequences of his act; the external act; the external response showed that the child relied on an external agent to solve the problem. Forty stories were divided into four groups of ten stories each constituting baseline stories, modeling stories, treatment stories, and post-treatment stories.

A female experimenter read the stories to each child individually and asked, "Which way should the story end?" and, "Why did you choose that ending?" The first week, baseline stories were read to the subjects. Those subjects scoring eight or less were maintained for further treatment. The second week, the experimenter was accompanied by a male adult model. The experimenter read the modeling stories to the model and recorded his responses. The model then left the room and the treatment stories were read to the subject. In the rule-structure group, subjects were exposed to a model who gave a self-control response to each story and then indicated location of blame and reparation. In the no-rule-structure group, subjects were exposed to a model who gave a self-control response and followed with a summary of the story. The treatment stories were read to the control group, but they did not observe the model. The third week, post-treatment stories were given to all subjects repeating baseline procedures.

The present study found that the rule-structure group scored higher on self-control mean scores than the no-rule-structure group, but this difference did not reach significance. However, a significant interaction of groups with the repeated stories showed that the rule-structure and no-rule-structure groups increased to a greater degree than the control group from baseline to treatment stories.

The frequency of rule statements was also significantly greater in the rule-structure and no-rule-structure groups than the control group. This finding indicates that modeling had a significant effect on the self-control and self-critical responses. All subjects increased significantly from baseline to treatment stories and this increase was

maintained in post-treatment. Although the control group increased, these subjects scored substantially lower than the rule-structure and no-rule-structure groups.

This study also found that there was a significant interaction of race of model with the repeated stories indicating the subjects exposed to a black model increased from baseline to treatment stories more than the subjects exposed to a white model. These increases were maintained in post-treatment for all groups. Subjects exposed to a black model scored significantly higher than subjects exposed to a white model in the rule-structure group on treatment stories, but no other race of model effects were significant.

Aronfreed's concept of modeling as a process of social facilitation best explains the results of the present study. These results also support the findings of Bandura that modeling is effective in the modification of social behavior.

98. Darmstadt, Margaret Ann. The Effects of a Verbal Intervention in Black Studies and Social Studies Courses on Locus of Control Ideology, Cognitive Dissonance, and Militant Attitudes. Rutgers University, The State University of New Jersey, 1972. 106p. Adviser: James E. Wheeler. 72-26,763.

This study investigated the effects of verbal intervention on cognitive dissonance, locus of control and militant attitudes on four groups of high school students. It sought to combine the work of Festinger in dissonance theory with that of Rotter's locus of control theory. Gurin and associates factor-analyzed the Rotter I-E Scale and found it contained three factors: (1) control ideology, (2) fate or chance, and (3) system modifiability. Dissonance was defined as a particular relation among these factors as measured by the Gurin Multidimensional I-E Scale developing from students' conflicting cognitions between factor 1 and factors 2 plus 3. Man, in general, could control his own destiny, but the students could not. Internal control was defined as the sum of the positive items on the Gurin Scale. Change in militant attitudes was measured by a group of additional items on the same scale. These items tapped beliefs about the power of Blacks in contrast to the power of the "system."

This study used field conditions and attempted to avoid experimental "manipulation" of the subjects as much as possible. The subjects, all junior and seniors in high school, were chosen from two Black Studies class taught by one teacher and two Social Studies classes taught by another. The test was administered by the respective teachers within the context of the class period.

The procedure was to give the Gurin Multidimensional I-E Scale to all four classes as a pretest at the beginning of the first semester

and a posttest at the end of the semester. On the day prior to the posttest a discussion of one period in length was held with the students of one of the Black Studies and one of the Social Studies classes. The author conducted the discussion which was on ecology. The point of the discussion advocated the proposition that students could develop a high degree of control, creating both social and personal influence on their environment. Control groups were the other two classes which did not have this intervention. Change scores were computed between the pretesting and posttesting for each of the three variables and the data was subjected to analysis of variance and t tests.

Three hypotheses were tested:

1. Intervention will: (a) reduce dissonance scores; (b) increase internal control sources; (c) reduce militancy scores;
2. Black Studies curriculum will: (a) reduce dissonance scores; (b) increase internal control; (c) reduce militancy scores;
3. There will be an interaction between intervention and curriculum in: (a) dissonance; (b) internal control; (c) militancy scores.

It was found that for the dissonance variable a significant interaction occurred between curriculum and treatment and curriculum effects alone accounted for a significant amount of the change. Intervention reduced dissonance in the black studies group whereas it increased it in the social studies group. The combination of the Black Studies and treatment was the most effective in reducing dissonance. The main effect in the militancy variable was also the unique combination of Black Studies and intervention. Only this condition showed a significant reduction of militancy scores. No significant change was shown in any of the four conditions for the internal control variable by either analysis of variance or t tests.

A possible explanation offered for the findings was that intervention and Social Studies decreased the students' sense of powerlessness thereby decreasing dissonance and militancy. Internal control, on the other hand, was viewed as a core personality construct and as such, it was not subject to measurable modifiability through limited intervention.

99. Ingram, Jesse Henry. Locus of Control and Self Esteem of Compensatory Education Students. The University of Michigan, 1972. 154p. Advisers: Betty M. Morrison and Floyd Wylie. 72-29,099.

There were two major research concerns underlining this investigation: 1) assessing whether or not high school students who were participating in an Upward Bound Summer Program differ from other high school students who were not involved in the program in regard to internal versus external locus of control and self esteem and 2) assessing the extent to which an Upward Bound Summer Program affects the internal versus external locus of control dispositions and self-esteem ratings of its participants.

The data were gathered on 105 Upward Bound Summer Program students and 185 students who were not involved in the program from various Michigan urban school districts. The instruments employed to measure

the internal versus external locus of control and self esteem personality variables were the Social Reaction Inventory, the Intellectual Achievement Responsibility Scale, the Self Concept of Ability Scale, and the Rosenberg Self Esteem Scale.

Although the inquest for gender-identity and grade level distinctions were not the major objective of this study, the data were scrutinized for such differences. When treatment was not considered, the female students were discovered to be more internal than their male counterparts on the Intellectual Achievement Responsibility Scale. This finding suggests that the female students felt more responsible than the male students for the academic outcomes they experienced in school. Conversely, the male students' locus of control disposition reflected an external orientation. They believed that someone else was responsible for their successes and failures encountered in school.

It was found that the Upward Bound Summer Program participants were less internal/more external than the non-participants across certain grade levels. Further, the tenth and eleventh grade participant male students were discovered to have a higher self esteem than the tenth and eleventh grade male students who were not involved in the program.

There were no systematic differences associated with the Upward Bound Summer Program students' grade level in school nor year in the program. However, on initial testing, the returning male participants were found to be more internal than the new male participants on the Social Reaction Inventory. Additionally, the returning eleventh grade participant male students were found to be more internal than the new eleventh grade participant male students on the Control Ideology Scale of the Social Reaction Inventory.

Certain differences were associated with the Upward Bound Summer Program students' grade level on the final testing that did not emerge on the initial test administration. The higher grade level first year students tended to be more internal than the lower grade level first year students on the Failure Scale of the Intellectual Achievement Responsibility Scale. The former students were more willing to accept the responsibility for their academically related failures. Lastly, there were no differences found among the first year, second year, nor third year students during final (post) testing.

100. Peters, Fitz-George Joseph. Internal-External Locus of Control with Black and White Fifth Grade Students. Claremont Graduate School, 1972. 91p. 72-30,579.

The purpose of this study was to view, compare, and discuss if there was a significant difference in black and white students' perception of themselves, rather than outside circumstances, as responsible for their academic successes and failures.

Crandall's Intellectual Achievement Responsibility Questionnaire was administered by this investigator to 180 black and white low socio-economic fifth grade students from three Title I schools in one district. The eight black and white teachers participating in the study were the regular class room teachers. The questionnaire yields two separate sub-scores, one for belief on the part of the subject in internal responsibility for successes, (I+), the other for belief on the part of the subject in internal responsibility for failures (I-). The two I scores were totaled ($I_{tot}$) to provide a general index for internal responsibility concerning intellectual academic tasks. The questionnaire was composed of thirty-four items. Each item stem described either a positive or a negative achievement experience with which children are familiar.

The black boys', black girls', white boys', and white girls' mean internal scores responses were compared by the T test for statistical significance. Also, the subjects were compared as to their internal scores, according to the race of their regular class room teacher. In reference to the negative achievement experiences posed in the questionnaire, white girls displayed the most internal locus of control and black boys displayed the most external orientation. For the positive situations, all student subgroups demonstrated internal orientation, with the exception of the black boys, who gave evidence of having an external orientation. When the race of the teacher and the student was the same, the student demonstrated a more internal locus of control. When the race of the teacher and student was different, the student had a more external orientation.

The results of this study agree with other research by suggesting the whites have an internal orientation and the blacks have an external orientation. Since all of the subjects came from the same population and were designated as belonging to the low socio-economic status, the results suggest that internal-external locus of control may be affected more by the racial factor. However, since the racial and economic factors are so related in affecting beliefs of blacks, further research study is suggested.

## Personal Problems

101. Welter, Clyde Wendell. Personal Problems of Disadvantaged and Advantaged Secondary School Students. The Ohio State University, 1970. 231p. Adviser: Professor Inez Ray Wells. 71-7592.

The first purpose of this study was to determine, classify, and compare the self-perceived personal problems of socioeconomically disadvantaged and advantaged secondary school students. The second purpose was to compare the relative importance that disadvantaged and advantaged students place on twelve pre-selected categories of concern. The third purpose was to explore the relationships between the problems of students and the independent variables of sex, age, and grade level.

The sample consisted of 2,585 students in grades ten, eleven, and twelve in selected Columbus, Ohio, public high schools. Students

enrolled in schools located in the inner city were identified as disadvantaged for the purpose of this study. Students enrolled in schools located in outlying residential areas of the city were identified as advantaged.

To accomplish the first purpose of the study an open-end questionnaire was developed and administered to 611 disadvantaged and 837 advantaged students. On the questionnaire the students were asked to list the personal problems that they experience at school, at home, and outside the school and home. The problems listed were analyzed and classified into fourteen major problem categories and into numerous sub-categories. Disadvantaged students were compared with advantaged students on the basis of the number and percentage of problems listed in each major problem category. A taxonomy of student problems was developed from the findings and illustrated with student quotations.

To accomplish the second purpose of the study a problem check list was developed and administered to 455 disadvantaged and 682 advantaged students. The check list contains twelve major categories of personal problems, and students were asked to rate and rank each problem category as an area of personal concern. A t test was used to compare the ratings assigned by disadvantaged students with those assigned by advantaged students. Frequency distributions were constructed to show the ranks assigned to each of the twelve problem categories by disadvantaged and advantaged students.

To accomplish the third purpose of the study the statistical analyses described above were made using age, sex, and grade level as independent variables.

Based on the findings, the following conclusions were drawn:

1. Troublesome interpersonal relationships are a major cause of the problems reported by both disadvantaged and advantaged students.
2. Advantaged students are more concerned about future needs and wants than are disadvantaged, whereas disadvantaged students are more concerned about immediate needs and wants than are advantaged students.
3. The personal problems of disadvantaged students and those of advantaged students are more similar than dissimilar in nature.
4. Problems are felt more intensely by students at the eleventh-grade level than by students at the tenth- and twelfth-grade levels.
5. The traditional belief that girls have more concerns pertaining to life at home than do boys, whereas boys have more problems pertaining to life at school than do girls apparently holds true for today's teen-agers.
6. The relative importance that students assign to problems may change over the years.
7. Secondary school students can and will communicate their problems and concerns in a free response situation, and their responses can be classified taxonomically.

8. The problem check list and the open-end questionnaire can be used with relatively equal effectiveness in identifying the importance that adolescents place on major life problems; however, the use of a free response technique such as the open-end questionnaire provides an insight into the nature of these life problems that is not provided by the use of a check list.

102. Evans, Arthur James. Perceptions of Personal Problems by Students of Different Ethnic Groups in a Large Suburban High School. University of Pittsburgh, 1971. 207p. 72-22,311.

The study was concerned with the personal-social problems of high school students from different ethnic backgrounds - Black Americans, Mexican-Americans, and Anglo-Americans. A review of the literature indicated that: (1) culture influences behavior, (2) adolescents in the greater American society, regardless of their ethnic affiliation, share a number of problems found within the structure of a recognized "adolescent culture", and (3) the Mexican-American and Black-American youth, because of the prejudices they have encountered as members of non-white American minority groups, manifest attitudes and problems different from those of their Anglo-American peers.

The principal objective was to analyze the problems reported, in terms of their relationship to ethnic or adolescent influences.

The subjects of the study were 240 students: 80 Black-Americans, 80 Mexican-Americans, and 80 Anglo-Americans. An inventory of the problems of these students was obtained through the use of the Mooney Problem Check List High School Form 1950.

Analysis of variance and the Duncan's New Multiple Range Test were used to study differences among the three groups. The use of the chi-square test was made to study significant differences between the three groups in the eleven areas of the check list, as well as for the 330 separate problems.

A profile for each ethnic group was derived from the problems responded to by 25 percent or more of the students from that particular ethnic group. To explore areas which suggested adolescent concerns, a list of shared problems was compiled from the problems checked by 25 percent of the Black-Americans, Mexican-Americans, and the Anglo-Americans uniformly.

The analysis of variance showed no significant difference between the paired means (Mexican-Americans and Anglo-Americans, Anglo-Americans and Black-Americans, Mexican-Americans and Black-Americans). However, the chi-square test did reveal a significant difference in three areas of the check list.

In general, it was concluded that the problems checked indicated the participation of these students in the large American adolescent culture, as well as in the culture of their respective ethnic groups.

103. Corvine, Walter Skarzynski. A Study of Major Problems as Expressed by High School Students by Race, Sex, and Grade. Northern Illinois University, 1972. 227p. 72-22,783.

This study, conducted in 1969, investigated the differences in problems as expressed by adolescent students attending the public secondary schools in Joliet, a northern Illinois city with a population of 82,000. All three public secondary schools (grades 9 through 12) were included and a total of 4,430 students were used in the study, and the 51 percent boys and 49 percent girls consisted of 80 percent Whites and 20 percent Blacks. The STS YOUTH INVENTORY, Form G, constructed by Remmers and Shimberg, was administered by school personnel to all students in attendance.

The analyses of the data involved computing the percent of responses by various groups to each item on the inventory and comparing these percents by means of z-values. In addition to these statistics, a three-way analysis of variance was conducted using the dimensions of Race, Sex and Grade as the variables for each item in the inventory.

The results indicated, in general, that the Black students expressed more problems than did the White students, and that girls expressed more problems than did boys. Also, in general, the number of expressed problems decreased for the higher grades as compared to the lower grades.

The areas of concern for the Black students centered around post-high school educational and vocational plans while the White students were more concerned with personal problems. The boys, in general, expressed more concern for post-high school educational opportunities and college than did the girls, whereas the girls were more concerned about personal adjustment problems and social welfare than were the boys. Problems related to school and post-high school educational and vocational plans were expressed as more significant by the students at the higher grades when compared to the lower grades and the lower grades expressed as significant, problem areas related to "self" and social interaction to a greater degree than did the higher grades.

The implications of the results of this study for school systems are that the adolescent group is not homogeneous but consists of different subcultures which express different problems and needs. Consideration should be given to students who may not define their problems in the same way that the school does. Administrators should make every effort to meet the unique needs of the Black student as well as the White. Counselors can use the results of this type of study as a base for meeting the needs of the students and as an aid to design sessions which will be of significant value to their clientele. Teachers should be aware that students today appear to be more critical and demanding and expect more academic competency and personal awareness from the teacher.

The results of this study indicate that the STS YOUTH INVENTORY, Form G, is a valuable instrument and can be used to identify both the

general areas of concern of high school adolescents and the unique problems of individuals and subgroups.

Recommendationsfor future research include similar studies involving not only White and Black students but also other racially and culturally different segments of the population. Additional statistical analyses should be done to determine the contributions of each of the variables to the significant interactions. A factor analysis should be conducted to determine the specific items within the inventory that might be contributory to the statistical differences.

## Teachers Attitudes and Behavior

104. Gossen, Harvey Alfred. An Investigation of the Relationship Between Socioeconomic Status of Elementary Schools and the Pupil Control Ideology of Teachers. Oklahoma State University, 1969. 122p. Adviser: Dr. Kenneth St. Clair. 70-21,398.

A study to compare the pupil control ideologies of teachers in low socioeconomic status elementary schools with those of teachers in middle and high socioeconomic status schools, was conducted in the Oklahoma City Schools.

The socioeconomic status of schools was determined on the basis of the occupations of parents of school children. A prestige ranking of these occupations was obtained with the use of the National Opinion Research Center Occupational Prestige Scale. A median rank was then calculated for each selected elementary school district.

Teachers in the selected schools responded to the Pupil Control Ideology Form. This instrument is composed of twenty items designed to measure a teacher's pupil control ideology relative to a continuum, with humanistic and custodial pupil control ideologies at its extremes. A Likert-type scale is utilized in this instrument.

The mean Pupil Control Ideology Form score of 100 teachers in low socioeconomic schools was compared with the mean score of 100 teachers in each of the middle and high socioeconomic status schools. This was done by using a single classification analysis of variance, followed by a Scheffe test for each pair of mean scores.

The mean Pupil Control Ideology Form score of the teachers in low socioeconomic status schools was significantly higher (.05 level of significance) than the mean scores of the teachers in the middle and high socioeconomic status schools. The results, therefore, suggested that the teachers in low socioeconomic status schools are more custodial in their pupil control orientation than are their counterparts in middle and high socioeconomic status schools.

105. Porter, James Hurt. Correlation of Teacher Attitudes with Learning Among Selected Disadvantaged Elementary Students. Texas A & M University, 1969. 112p. Adviser: Dr. William H. Graves. 70-11,573.

The study was concerned with the investigation of teacher attitudes toward

disadvantaged pupils in an Elementary and Secondary Education Act Title I Project in San Antionio, Texas.

*Six teachers, who in the opinion of the cooperating principal had* pupil-centered attitudes, and six who in his opinion did not have this type attitude, were selected for the study. Teachers in the study were within a 10 year age range and were under 40 years of age. The 12 teacher subjects were then administered the Minnesota Teacher Attitude Inventory; three teachers scoring highest and three teachers scoring the lowest on the Inventory were selected for the investigation. The teacher subjects were also administered a specially constructed inventory to possibly reveal other dimensions of attitudes toward the teaching-learning situation for disadvantaged children.

Individual scores from achievement tests administered in the Spring of 1968, and 1969, were obtained for the pupils of the teacher subjects in order to compare pupil achievement of one group at two different times during which period they were taught by one of the teacher subjects. Analysis of covariance was pupil groups.

Two null hypotheses were formulated and tested; they are:

1. There is no difference in the scholastic achievement between disadvantaged pupils whose teachers have "high" attitudes as measured by the selected instruments, and those pupils whose members have "low" attitudes toward them.

2. There is no significant difference between the teacher scores on the Minnesota Teacher Attitude Invdntory and the Porter Teacher Attitude Inventory.

Instrumentation in addition to instruments heretofore mentioned, included a teacher biographical data form, a teacher interview question sheet, and a pupil description/characteristic testing sheet.

Findings: The scores of the initial 12 teacher subjects on the Minnesota Teacher Attitude Inventory ranged from a high of 135 to a low of 98. The three highest scores (135, 132, 124) and the three lowest scores (109,105, 98) were chosen for the study. The scores on the Porter Teacher Attitude Inventory were 95, 70,85,90, 60, and 55 respectively. The correlation of plus .518 between the Minnesota Inventory and the Porter Inventory was found to be significant at the .05 level.

Analysis of pupils' reading and arithmetic scores revealed the high (+) attitude group outperformed their low (-) counterparts. Statistical analysis substantiated that + and - classes differed in final achievement level regardless of initiai ability level. Therefore, null hypotheses I and 2 were rejected.

Conclusions: The major conclusions of the study were:

1. Most of the teachers participating in the study had a firm conviction that disadvantaged children are educable up to a certain point.

2. Frustration and impatience was a major attitude of the teachers toward the learning situation of the pupils.

3. The low attitude teachers were persons with defensive attitudes as represented by their criticism of the establishment as it related to their professional responsibilities.

4. The positive correlation between the Minnesota Teacher Attitude Inventory and the Porter Teacher Attitude Inventory indicates that recommendation for its practicality in identifying better teachers for the disadvantaged may be developed for future use.

Recommendations for further study:

1. An area in need of further study is clarity of purpose between teachers and pupils. Because many times teachers and pupils place different interpretations on values and on certain behavior and attitudes, it would seem that only through common understanding and purposes can there be effective, productive relationships.

2. An additional recommendation for study is background factors which seem to create in some teachers an inflexibility and rigidity which interfere with pupil learning.

106. Ransom, Julia Mosley. The Effect of Teaching Strategies--Based on Human Relations Principles--On the Self Image and Achievement of Inner City High School Students. St. Louis University, 1969. 113p. 70-20,419.

The problem investigated in this study was that of exploring the effectiveness of teaching strategies based on (1) the concept of human nature as essentially vast potentitalities, and (2) on the acceptance of the human relations principles which flow from the above concept of human nature, in significantly modifying the self image and achievement of inner-city high school students. The researcher hypothesized that such teaching strategies will change the relatively negative perception the disadvantaged pupil has of himself, and that as a result, his academic achievement will show improvement.

This exploratory study involved two teachers who employed teaching strategies based on seventeen human relations principles in two of their ninth grade English classes. The teachers were measured to determine the effect of the deliberate use of this experimental treatment on their self-images. Likewise the four groups were measured to ascertain the effectiveness of such teaching tactics on their self-concepts and reading and language achievement levels. The two groups of each teacher were statistically compared to discover if there were any significant difference in teacher effectiveness.

This research revealed that student changes in self-concept and achievement were not significant but slight trends in the predicted direction did appear in each group. Also, both teachers were relatively equally skillful in administering the experimental treatment; and the scores of their two groups on the self-concept score of each teacher had about the same degree of gain following their use of the human relations principles. Both teachers reported at the end of the study that they felt their use of the human relations principles had enabled them to develop a more effective "helping" relationship with their pupils.

Additional research using larger sampling populations for a longer period of time would be profitable. Based on the findings of this exploratory study, the investigator recommends that all high schools, especially those located in the inner-city, embark on a judicious program of student-personality improvement, utilizing the wholesome human relations principles as the means of promoting such alteration. In order to have competent teachers who can handle the multitudinous tasks involved in a program aimed at altering the self concept of the culturally disadvantaged, it is recommended that the curricula of teacher training and in-service programs involve a broad understanding of the principles which underlie wholesome human relations and the skill to implement such principles in the classroom.

107. Smith, Jr. Charles Frank. A Study of the Attitudes of Teachers in Title I and Non-Title I Depressed Area Elementary Schools Toward Pupil-Teacher Relations as Measured by the Minnesota Teacher Attitude Inventory. Michigan State University, 1969. 187p. 70-9636.

The central purpose of this study was to determine after one year's operation of a Title I program how the attitudes of fourth, fifth, and sixth grade teacher in eight schools participating in the program compared with the attitudes of teachers of the same grades in five depressed area schools not participating. In addition to the central purpose, answers to some related questions were sought.

The 103 subjects in the study were teachers of reading, arithmetic, homeroom subjects, or self-contained classroom subjects in grades four, five and six in thirteen similar schools. Eight of the thirteen schools were selected to participate in a Federal compensatory education program under Title I. In Phase I of the study the Minnesota Teacher Attitude Inventory (MTAI) was administered and the resulting scores were tested for significance of difference between the mean score of teachers from the eight schools selected to participate in Title I and the mean score of teachers in the five schools not selected to participate. Phase II was (1) to test for significance of difference between themean attitude scores of the teachers from the eight Title I schools and the five non-Title I schools one year after the operation of the Title I program began and (2) to seek answers to related questions regarding personal demographic data about the teachers, working conditions of the teachers, and characteristics of the students they taught as the questions related to the teachers' MTAI scores.

There were no significant gains in teacher attitude scores following one year's participation in Title I. However, findings of this investigation support the following conclusions:

(1) The initial MTAI mean scores of Title I and non-Title I teachers were not significantly different.

(2) The MTAI mean scores of both Title I and non-Title I teachers were generally below the norm measurement for teachers of similar training and experience.

(3) White teachers regardless of whether they were teaching in Title I or non-Title I schools had a significantly more positive MTAI mean score than black teachers.

(4) Title I teachers with a master's degree or more and the Title I teachers with less than a master's degree had similarly higher mean scores than their counterparts with similar teaching assignments, the results being a significant interaction of professional training and teaching assignment.

(5) Teachers with more than two years of teaching experience had a higher MTAI mean score than teachers with two or less years of teaching experience.

(6) Teachers who had taught with the system for more than two years had a higher MTAI mean score than teachers who had taught with the system for two or less years.

(7) Teachers who had taught in the building for more than two years had a higher MTAI mean score than teachers who had taught in the building for two or less years.

(8) Teachers of reading and teachers of arithmetic each had a significantly higher MTAI mean score than teachers of homeroom subjects and teachers of self-contained classroom subjects.

(9) Title I children did not demonstrate academic achievement gains as reflected by their SRA mean achievement scores even though they had been exposed to reading teachers and/or arithmetic teachers of significant ly higher MTAI scores. Consequently, this study did not reveal that teachers with more positive MTAI scores were more effective teachers in terms of SRA pupil achievement scores.

(10) Teachers thirty years old and under did not have an MTAI mean score which was significantly different from that of teachers over thirty years old.

(11) The teaching staffs of school buildings with 50 per cent or more black teachers had lower MTAI mean scores than the teaching staffs of school buildings with less than 50 per cent black teachers.

(12) The SRA achievement scores of the students taught by Title I and non-Title I teachers tended to drop from one year to the next.

(13) The percentage of black teachers was greater in schools where the children are more poverty-stricken.

Based upon the significant findings of this study, the above conclusions, the related literature reviewed in this study, and the considered judgment of the author the following recommendations are made:

(1) If a school system must hire teachers who are less competent than its best teachers, such teachers should not be concentrated in inner-city schools.

(2) Directors of personnel must be held personally accountable for the immediate development and implementation of a scheme designed to make teaching assignments based on a teacher's competencies to meet pupil needs instead of based on a teacher's race.

(3) Directors of personnel must be required to schedule personal interviews for each interested teaching candidate with at least two principals before a building assignment is made thereby avoiding pressure on the principal to hire the particular teacher sent to him.

(4) School systems and universities must collaborate as equal partners in the training of teachers for inner-city schools; eventually, school systems must hire only teachers specifically training for teaching in the inner city to teach in inner-city schools.

(5) Immediately school systems must increase the number of blacks who are in central office decision-making positions to reflect the sharp increase of black children in the public schools and to prevent the school systems from subverting the quality of education provided for black children.

(6) The personnel departments of school systems must establish some accurate comprehensive means of comparing why some teachers teach in inner-city schools longer than two years and others teach in inner-city schools two or less years.

(7) School systems must assume the responsibility of providing an on-going program which has as its prime objective the improvement of the attitudes of its black and white teachers toward inner-city children and toward pupil-teacher relations.

(8) A major component of a compensatory education program must be devoted to teacher inservice, not only inservice devoted to how to use new teaching materials and equipment but inservice devoted to helping teachers develop more positive attitudes toward pupil-teacher relations.

(9) Inner-city school systems must take it upon themselves to provide a new kind of regorous on-going inservice program for all their teachers and administrators. These inservice programs should be geared to the problems of the inner city, and they might very well follow the model of a sensitivity group. Participation in sensitivity groups should be mandatory for all administrators and highly recommended to all teachers of disadvantaged.

(10) There is an immediate need for the development of a standardized instrument which will more accurately measure the attitudes of black and white depressed area teachers.

(11) Studies must be conducted to determine the comparative effectiveness of teachers who teach in inner-city schools more than two years.

(12) New status roles in the hierarchy of inner-city teaching must be found so that inner-city teachers can have roles and positions of status respected by all teachers within the system.

(13) There is a need for this study to be replicated on a larger sample of teachers and school buildings.

There are many questions yet to be resolved pertaining to compensatory education, such as the following: (1) What are the basic and essential components of a comprehensive compensatory education program for the disadvantaged? (2) Are the gains we expect in academic achievement measurable? If so, when and how do we measure them?

Further research is needed to answer such specific questions as: (1) Why did the black teachers have such low scores? (2) Is the MTAI

"race-proof"? (3) What influence, if any, does the black experience have upon a black teacher as he relates to black children in a depressed area school? (4) Is a less positive attitude score indicative of a less effective teacher? (5) How significant is a teacher's negative or positive attitude score if the attitude the score reflects is not perceived by the class?

108. Calinger, Walter Melvin. The Disadvantaged Child. The Ohio State University, 1970. 165p. Adviser: Professor Daniel L. Stufflebeam. 71-7413.

The major problem of this study is the development of necessary reports to better understand student enrollment and staff placement patterns in the State of Ohio. Also considered in the study are: (1) the effects of attitudes of teachers on disadvantaged students, and (2) the need for improvement in the information system used as the data collection agent.

Data was collected in every public school building in the State of Ohio. The data was categorized according to: (1) non-minority, (2) Negro, (3) Spanish Surnamed American, (4) Oriental, and (5) American Indian. This data then served as a basis for the examination of student enrollment and staff placement patterns.

No data was collected on teacher attitudes. The literature was searched to provide information concerning teacher attitudes toward the disadvantaged child.

The data system used for this study is presented and in the concluding chapter suggested revisions to the system are explained.

The analysis of the data shows the situation in which Ohio Schools find themselves in regard to racial concentrations of students, professional and auxiliary staff.

Nearly 50 percent of the black students in Ohio and 88 percent of the white students attend schools which are 90 percent or more of their own race. In one of Ohio's major cities, with the highest degree of segregation, nearly 90 percent of its Negro students and 81 percent of its white students are in schools which are 80 percent plus of their own race.

While approximately 12 percent of the students in Ohio are Negro, all administrative positions have less than 5 percent employed from minority groups. Of the instructional positions, only the position of assistant principal with approximately 12 percent of its members from minority groups, reaches parity with the enrollment percentage. The classroom teacher category has 6 percent of its members from minority groups.

Two methods suggested as solutions to some of the problems of the disadvantage are: (1) desegregation and (2) an experiential non-verbally oriented curriculum. It is also suggested that explicit methods be developed to involve members of minority groups in the education process at all levels.

109. Gies, Frederick John. Values Concerning Disadvantaged Pupils in Differing Organizational Climates. University of Missouri - Columbia, 1970. 189p. Adviser: Frank Heagerty. 71-3331.

The purpose of this study was to identify and analyze: (1) the values of urban elementary school teachers concerning disadvantaged pupils, (2) the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, and (3) the difference between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, in relation to the type of Organizational Climate within which the teachers were functioning or perceived themselves to be functioning.

Methodology: Sixteen urban elementary schools designated by the School District of Kansas City, Missouri, as being concerned primarily and extensively with the education of disadvantaged pupils constituted the sample on which this study was based.

The Organizational Climate Description Questionnaire (OCDQ) and the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) were administered to the teachers in the sixteen schools.

A pilot test of the VDPQ was conducted with sixty-one teachers within the public elementary schools of Savannah, Georgia, and St. Louis, Missouri, to ascertain reliability. An item analysis based upon the pilot group yielded correlation coefficients of 0.929 for the values of teachers and 0.922 for the values of principals as perceived by teachers.

Conclusions:

(1) The values of urban elementary school teachers concerning disadvantaged pupils are comparable in schools characterized by Open-Autonomous, Controlled-Familiar, or Paternal-Closed Organizational Climates.

(2) The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers are comparable in schools characterized by Open-Autonomous, Controlled-Familiar, or Paternal-Closed Organization Climates.

(3) The difference between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers are comparable in schools characterized by Open-Autonomous, Controlled-Familiar, or Paternal-Closed Organizational Climates.

(4) The values of urban elementary school teachers concerning disadvantaged pupils as ascertained by the VDPQ are higher in schools characterized by an Open Organizational Climate compared to a Closed Organizational Climate.

(5) The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers and ascertained

by the VDPQ are higher in schools characterized by an Open Organizational Climate compared to a Closed Organizational Climate.

(6) The differences between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers are comparable in schools characterized by an Open Organizational Climate compared to a Closed Organizational Climate.

(7) The values of urban elementary school teachers concerning disadvantaged pupils are comparable for teachers who perceive themselves to be working in an Open or Closed Organizational Climate.

(8) The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers and ascertained by the VDPQ are higher for teachers who perceive themselves to be working in an Open Organizational Climate compared to a Closed Organizational Climate.

(9) The differences between the values of urban elementary school teachers concerning disadvantaged pupils and the values of elementary school principals concerning disadvantaged pupils as perceived by their teachers are greater for teachers who perceive themselves to be working in a Closed Organizational Climate compared to an Open Organizational Climate.

(10) The VDPQ is a relaible instrument for measuring the values of teachers concerning disadvantaged pupils and the values of principals concerning disadvantaged pupils as perceived by teachers.

(11) A majority of inner-city elementary schools which are concerned primarily and extensively with the education of disadvantaged pupils are characterized by a primarily Closed Organizational Climate.

110. Goldberg, Gale. Effects of Nonverbal Teacher Behavior on Student Performance. Temple University, 1971. 141p. 72-27,185.

This study was concerned with the differential effects of (1) positive, (2) neutral, and (3) negative affect in nonverbal teacher behavior on student academic task performance in (1) a cognitive task, and (2) a non-cognitive task. These effects were studied across different educational levels and different racial cultures. An additional interest was in student evaluation of teachers when their nonverbal behavior is (1) positive, (2) neutral, and (3) negative.

In general, it was proposed that (1) type of non-verbal teacher behavior affects both the academic task performance of students and their evaluation of the teacher, and (2) the effect of the teacher's nonverbal behavior differs as a function of (a) cognitive growth (educational level), and (b) race.

A field experiment was conducted in an elementary school in Philadelphia, Pennsylvania. The sample consisted of 120 students from the school, 60 second graders and 60 sixth graders. From each of the two educational levels, a stratified random sample of 30 Black students (15 males and 15 females) and 30 White students (15 males and 15 females) was selected.

Treatments consisted of exposure to one of three videotapes of the same White teacher who lectured on three principles of drawing and provided instructions to a cognitive task and a non-cognitive task. On one tape the teacher used positive nonverbal behaviors; on one tape she used neutral nonverbal behaviors, and on one tape she used negative nonverbal behaviors. Verbal teacher behavior was held constant across treatments via a script.

Academic task performance was measured in terms of both a cognitive and a non-cognitive task. To assess student evaluation of teachers, a semantic differential technique was employed.

A multi-group posttest only design was used. Subjects within each category (educational level, race and sex) were randomly assigned to treatments.

Findings:

On both the cognitive and the non-cognitive task, the scores of Black second graders were similar under the positive and the neutral treatment conditions, but the scores of White scond graders were significantly higher under the positive condition than under the neutral condition.

While second graders were consistent across tasks, the outcome for sixth graders was different on the different criteria. On the cognitive task, sixth graders of both races scored significantly lower under the neutral condition than under the positive condition (for Whites) and the negative condition (for Blacks). With respect to the non-cognitive task, on the other hand, sixth graders of both races scored significantly higher under the neutral treatment condition than under the positive condition (for Whites) and the negative condition (for Blacks).

Irrespective of race and educational level, cognitive task performance was significantly better under both positive and negative conditions than under the neutral condition, but non-cognitive task performance was significantly better under both positive and neutral conditions than under the negative condition. At the neutral level of the treatment factor, the non-cognitive task performance of second graders, although at the other two levels of the treatment factor there were no differences as a function of educational level.

With respect to evaluation of the teacher, irrespective of race and educational level, ratings of the positive teacher were significantly higher than ratings of the negative teacher. Black second graders rated the neutral teacher significantly higher than all other groups did. At the other two levels of the treatment factor, there were no differences in mean rating of the teacher as a function of race or educational level.

III. Neyman, Clinton Andrew. School-Related Factors Affecting Grade Retention of Inner-City Elementary School Children. The George Washington University, 1971. 154p. 72-3741.

Purpose. To investigate factors involved in grade retention of inner-city

children and to compare their classroom performance and adjustment with these characteristics of students not retained.

Population and Sample. The population consisted of approximately 5,000 students in grades four, five, and six in 14 inner-city public schools of the District of Columbia during the 1969-70 school year. The sample of 540 students had equal numbers of boys and girls at each grade level and in each age-grade category (normal age-grade placement, one year behind, and two years behind).

Instruments. The sources of data were (1) the Student Identification and Evaluation Form, a teacher-prepared document used operationally in evaluating Title I programs, and (2) the Sequential Tests of Educational Progress (STEP) Reading Test.

Research Hypothesis. The investigation was designed to test the following hypotheses: with ability held constant, no significant differences will be found (1) among three age-grade groups, (2) between boys and girls, (3) among grade levels, or (4) for interaction among these variables.

Analysis of the Data. A factorial design analysis of covariance (3 x 2 x 3) was used with 30 subjects in each cell, for each of 23 nondemographic items. The covariance was a standard score obtained from the STEP Reading Test. Four multiple discriminant analysis runs were made.

Findings. (1) Out of twenty items analyzed, only one did not show a significant difference between the age-grade groups. However, when evaluations were adjusted by covariance, five of the 19 no longer were significant: getting along with other students, withdrawn - outgoing, follower - leader, friendly - hostile, and behavioral problems. (2) Ten items showed significant differences between boys and girls, and ten did not. However, when adjusted by covariance, three lost their significance: positive-negative attitude, friendly-hostile, and reading retardation. (3) Nine items were nonsignificant and 11 showed significant differences for grade levels. (4) The three significant interactions which occurred are not noteworthy. (5) There were significant differences between age-grade groups and between boys and girls on the STEP Reading Test and standard scores.

Conclusions. (1) Teacher evaluations of the personality characteristics of friendly-hostile, withdrawn-outgoing, follow-leader, getting along with other students, and behavioral problems all appear significantly related to reading ability, as measured by the STEP Reading Test, as shown by adverse ratings on these five traits for students with low reading test scores. (2) Students cannot be classified as to potential for school dropout or juvenile delinquency solely on the basis of standardized reading test scores, because when differences resulting from these scores are removed, there are still major differences in teacher evaluations between students who are over age in grade and those who are not. (3) Teacher evaluations of boys and girls on these items, positive-negative attitude, friendly-hostile, and reading retardation, are significantly related to performance on the STEP Reading Test. (4) Teachers apparently are not entirely influenced by test scores in their judgment of student reading retardation. There is evidence that this judgment is not completely accounted for by teacher evaluations of

personal and social characteristics, but is highly related to teacher evaluations of arithmetic retardation.
(5) Some teacher judgments appear related to differential achievement expectancies for boys and girls, particularly in the area of arithmetic (for boys) and reading (for girls).

112. Osborne, Judith Lynn. Task Persistence as a Function of Verbal Reinforcement and Socio-economic Status. Oklahoma State University, 1971. 62p. Adviser: Gladys Means. 72-21,961.

Scope and Method of Study: The purpose of this study was to determine the effects of two variables (socio-economic status and reinforcement) on the task persistence of a group of fifth grade children. The Home Index Scale and a rating by teachers were used to determine the socio-economic status of 140 fifth grade children. An agreement between the ratings on these two measures was required for inclusion in the final sample, which consisted of 43 middle and 42 low socio-economic status subjects. Subjects within each socio-economic group were randomly assigned to one of three reinforcement conditions: positive, negative, or no verbal reinforcement. Individually, each subject was asked to solve a fifteen piece jigsaw puzzle while being given one of the reinforcement conditions. All initial reinforcements were given after one minute of work on the puzzle, and continued every two minute interval thereafter until the subject stopped working. The persistence times were recorded in minutes. The hypotheses were tested by means of an analysis of variance technique with a $p < .05$ required for significance.

Findings and Conclusions: Differences in reinforcement conditions were foundto be significant, with the non-reinforced group persisting longer than the negatively or positively reinforced groups. No significant differences were found between persistence times of the middle and low socio-economic groups. There was a tendency for the middle status subjects to persist longer than the lower socio-economic status subjects. The interaction was not significant. Several recommendations were made for further research.

113. Stowe, Jr. Robert S. A Comparison of Teacher Behavior in Disadvantaged and Advantaged Elementary Schools. The University of Connecticut, 1971. 142p. 71-18,447.

The major purpose of the research was to determine whether elementary teachers in disadvantaged schools exhibited teaching behaviors different from those of elementary teachers in advantaged schools. A second purpose was to determine whether there was a difference in teacher attitudes between elementary teachers in disadvantaged and advantaged schools. The third purpose was to determine whether there was a significant correlation between

teacher attitudes as measured by the Minnesota Teacher Attitude Inventory and teacher behavior as rated on the Classroom Observation Record.

A random selection of teachers in eight elementary schools in an urban-suburban area of Connecticut was made to obtain a volunteer sample of forty-eight teachers in disadvantaged schools and forty-eight teachers in advantaged schools. The teaching behavior of each teacher was recorded on videotape, and each teacher responded to the Minnesota Teacher Attitude Inventory.

From a group of fifty-five persons directly involved in the professional preparation of elementary teachers, twenty-nine judges were selected on the basis of evaluations of two videotape recordings of teacher behavior. Using the Classroom Observation Record in conjunction with the Glossary of Behaviors, each of the ninety-six videotape recordings was evaluated by three of the judges.

The Mann-Whitney U Test was used to determine whether significant differences existed between the two teacher samples. A test was used to determine if there was significant differences between the scores of the two groups of teachers on the Minnesota Teacher Attitude Inventory. The Spearman Coefficient of Rank Correlation with Tied Ranks was used to determine whether there was a significant correlation with the teachers' scores on the Minnesota Teacher Attitude Inventory and judged scores on the Classroom Observation Record.

Based upon the judges' evaluations on the Classroom Observation Record, the greatest variations between the two groups of teachers were in the following categories of teacher behavior: autocratic-democratic, $z = -1.5$; inflexible-adaptable, $z = -1.02$; and immature-integrated, $z = 1.02$. However, these differences were not significant at .05 level.

Overall judged scores of the two groups of teachers exhibited large standard deviations. Those of teachers in disadvantaged schools were nearly twice as large as those of the other group of teachers.

The judged scores on the Classroom Observation Record and the attitude scores on the Minnesota Teacher Attitude Inventory were in substantial agreement in that no significant differences were found between the two groups of teachers. However a low, positive correlation of .25 was found between the scores on the Minnesota Teacher Attitude Inventory and the judged scores on the Classroom Observation Record.

From this study it may be concluded that videotape teacher behavior may be of value when used with other methods of study.

114. Bolton, James Albert. Verbal Behavior of White Teachers in Black, White, and Integrated Classrooms. Claremont Graduate School, 1972. 133p. 72-30,569.

Much of the confusion and frustration surrounding the issue of cross-racial contact in the classroom may be due to the lack of empirical data by which one might evaluate and move toward correcting the problems of social interaction between white teachers and black pupils. This issue was the social context of the study.

The problem was to determine if three inexperienced white pre-service teachers entering a black class would exhibit a language behavior that would be influenced by the racial composition of the class. The study sought to find out if change in classroom racial composition was associated with a change in teacher verbal behavior. Teacher verbal behavior was defined according to the first seven categories of teacher talk described in the Flanders Scale of Classroom Interaction. The categories are (1) accepting feelings, (2) praising or encouraging, (3) accepting or using ideas of students, (4) asking questions, (5) lecturing, (6) giving directions, and (7) criticizing or justifying authority. A ten-question interview guide was used to receive written feedback from the pre-service white teachers.

Four specific questions were asked in the study: Was there a significant difference in white teachers' verbal behavior with respect to black and white classes in (I) categories (1,2,3) showing acceptance of pupils' feelings, ideas, and encouragement; (II) categories (6,7) giving directions and criticism; (III) using indirect teacher pattern; and (IV) using the direct pattern.

The subjects were three pre-service white teachers from California State College, Los Angels. The experimental pupils were forty-five high school students from eleventh grade social studies classes. The classrooms' racial compositions were black, white, and integrated-three classes each composed of fifteen pupils. The classroom interaction between the students and teachers was video-taped. Two raters coded teacher behavior according to the Flanders Scale.

The t test at the .01 level of significance was used to determine differences in teacher responses to different ethnic groups. Individual teacher mean percent responses were compared in the following manner: black vs. white, black vs. integrated, white vs. integrated. The resulting values of the t ratio were examined for significant differences.

The three teachers verbal behaviors were significantly different with respect to black, white, and integrated classes. Teachers A and C showed more acceptance of the white class than of the black class. Teacher A showed more acceptance of the white class than the integrated class. Teachers A,B, and C asked significantly more questions of the black class than of the white class. Teachers A,B, and C lectured more to the white classes than to the integrated classes.

There was a trend to show more accepting behavior and to lecture more to the white pupils. No teacher expressed a significant change in verbal behavior in the categories (6) direction, and (7) criticism. The teachers reported liking the integrated class best and would have selected it to teach the remainder of the semester.

Since a difference in verbal behavior did occur as the teachers taught the three racial groups, further study should be made to determine more specifically the factors which caused the change and to investigate the relationship of the observed verbal behaviors to achievement of students. Researchers interested in classroom behavior should give more attention to cross-racial experiences of white teachers and black pupils.

115. Byalick, Robert Lawrence. Expressed Preference and Observed Use of Positive Reinforcement in Biracial Classrooms. University of Georgia, 1972. 90p. Adviser: Dr. Bert O. Richmond. 73-5660.

The purpose of this study was to evaluate teacher preference for and use of positive reinforcement behavior in classrooms that are racially integrated. Racial differences among teachers in regard to type and frequency of positive reinforcement (PR) emission in the classroom were evaluated. In addition, black and white teachers were evaluated on the basis of PR emission based upon the race and sex of the students in the classroom.

The four hypotheses tested were stated in the null form. They are: (1) There is no significant relationship between a teacher's expressed PR preference and observed PR behavior in the classroom; (2) There is no significant difference between the kinds of PR behavior emitted by white and black teachers in the classroom; (3) There is no significant interaction of race of teacher and race and sex of child in the amount of PR emitted in the classroom; (4) There is no significant difference in the amount of PR emitted by white teachers and black teachers in the classroom.

Thirty black and thirty white female teachers were selected from fifteen schools in rural areas of Georgia and South Carolina. Each teacher was observed for a 45 minute period white conducting an entire class lesson. During the observation, the various kinds of PR behavior emitted by the teachers were recorded. The various PR behaviors were recorded as they appear on the positive Reinforcement Observation Schedule, (PROS) which was developed by Bersoff and Moyer. After each teacher was observed the PROS was administered to them to ascertain their expressed PR preference.

To test hypothesis one, a rank order correlation was computed comparing each teacher's expressed PR preference ranks with her PR behavior in the classroom. Only 40% of the white teachers and 23% of the black teachers showed a significant relationship between expressed PR behavior and observed use of PR behavior in the classroom.

Other results indicate no differences in theamount or kinds of PR behaviors used by white and black teachers in the classroom. The overall interaction of race of teacher and race and sex of child was not significant at the .05 confidence level when both groups of teachers were compared. When the black teachers' behaviors were analyzed a significant interaction was obtained.

The results of this study point to the need for in-service training for teachers in order to help them achieve better classroom management and to obtain better performance from the students. In-service training could also provide teachers with a way of bringing their ideas into congruence with their behavior. As a result a greater number of students could benefit as there is a great deal of evidence indicating that students also possess reinforcement preferences.

116. Centrone, Joseph John. Teacher Sociocultural Awareness in Selected Schools in New York State Accountable for American Indian Education. Syracus University, 1972. 157p. 73-9585.

The primary purpose of this study was to ascertain a measure of teacher's sociocultural awareness (TSCA) in those elementary schools accountable for Indian education in New York State. TSCA is broadly defined as the awareness or teacher's sensitivity to the value differences in the multi-ethnic classroom that tend to influence the teacher-learner relationship and the teaching-learning process.

Evidence of the failur e of Indian education in America is apparent in numerous studies and writings. Of the several causal factors relevant to the purported failure of Indian education, Berry (1969) singles out TSCA as a possible major cause.

A twenty-item questionnaire structured to test teacher's sensitivity to the value differences in a multi-ethnic classroom, as formulated and validated by Ulibarri (1959), was administered to 222 teachers of Indian children in 14 schools in New York State. Three Hypotheses were tested:

Hypothesis I ($H_O$): There will be no difference in teacher's perceptions of ethnic values between Indian and Anglo pupils.

Hypothesis II ($H_O$): There are no significant differences in TSCA between New York State teachers of Indian children at the elementary level in segregated and integrated schools.

Hypothesis III ($H_O$): There are no significant relationships between high and low TSCA and high and low achievement in reading and arithmetic at the third grade level in selected schools in New York State accountable for Indian Education.

Hypothesis I was tested by the use of Kendall's Coeffic ent of Correlation and by Chi square. Hypotheses II and III were tested by the Kendall process as well as the t and z-tests of the difference between means. Analysis of the data relative to Hypothesis I indicated that teachers were significantly insensitive to the differences in

Indian-Anglo value systems on four of the 20 items of the questionnaire. Those items dealt with scientific interpretations of natural phenomena, civic responsibility, interaction with other ethnic groups, and economic values.

The responses on all other items of the questionnaire reflected mild to very strong agreement, above the .05 per cent level of confidence, which tended to negate Hypothesis I. That is, teachers were able to discern most of the sociocultural differences that impinge on the education of children from ethnic groups, more especially Indians.

A comparison of TSCA between segregated and integrated schools was done. Analysis of the data reflected no significant difference in TSCA between teachers from the two groups. Teachers in all-Indian elementary schools demonstrated about the same TSCA as their counterparts in integrated situations.

Hypothesis III attempted to show a relationship between high or lor TSCA and high or low achievement in reading and arithmetic in selected third grades. Since no significant differences were found between the teacher's TSCA, and no significant differences were found in achievement between pupils in segregated and integrated schools, it became impossible to test Hypothesis III.

A comparison of reading and arithmetic achievement between Anglo children in the integrated classes and Indian children in the segregated classes resulted in no significant differences. Both of the groups scored below the established norms provided by the New York State mandated tests in reading and arithmetic.

According to all of the data received and analyzed, TSCA in certain items and in varying degrees was not perfect and as such may have some bearing upon the teaching-learning process in those multi-ethnic classrooms included in this study. Accordingly, recommendations were made for certain action programs by schools which serve bicultural children. Also several recommendations were made for further study in the area of social distance between teacher and student, and along the lines of follow-up studies in TSCA.

117. Chancellor, Frederick Marland Jr. A Study to Determine the Attitudes of Inner-City Teachers Toward Racial Equality and Child-Centered Educational Practices. The Ohio State University, 1972. 154p. Adviser: Professor Roy A. Larmee. 73-1968.

The socio-economic status of a child's family, his race and his education are inexorably interwoven to help dictate the quality of his future life. Of the three controlling variables of his life, only education has been a somewhat manipulable variable, vulnerable to the efforts of the individual in his pursuit of the "American Dream." It is because education has been helpful to some groups of immigrants in their efforts to join the American mainstream, that education is seen as

important in producing equality of opportunity for and by the present minorities who increasingly comprise the population of the inner-city.

The complex question of what attitudes, skills, and experiences are necessary for a person to be a good teacher of children in the inner-city schools needs to be studied. This study focused upon attitudes that had frequently been attributed to a substantial percentage of inner-city teachers by authors writing about education in the inner-city. The attitudes studied were the attitudes toward racial equality and the attitudes toward child-centered educational practices and policies.

There were 3 specific questions examined in the study. 1) What are the attitudes of the teachers currently working in the inner-city toward non-white childre? 2) What are their attitudes toward child-centered educational practices and policies? 3) Is there a difference in the attitudes of the teachers requesting transfers from the inner-city schools as compared to the attitudes of the teachers who have not requested transfers?

The study was conducted in a large mid-western school district by mailing a personal data form, a Racial Attitude Inventory, and an opinionnaire on child-centeredness to randomly selected teachers who worked in the inner-city schools. For this study inner-city schools were defined as having minimum enrollment of 75 per cent non-white students and 25 per cent from families who were partici- participating in the Aid to Dependent Children program.

Fifty per cent of the selected teachers returned their questionnaires in a usable form. Their scores on the two attitudinal instruments were interpreted as a total group and then were assigned to 20 subsamples for future interpretation and statistical treatment.

There were five conclusions reached in the study based upon the findings. 1) The inner-city teachers as a group had attitudes that were slightly positive toward Black people which was contrary to the situation presented in the literature. 2) They have attitudes of moderate willingness to adopt child-centered educational practices and policies as a means of controlling the behavior of children in their classrooms. 3) The inner-city teachers who were transferring did not have attitudes that differed from their non-transferring peers in the area of child-centeredness. Both groups were moderately willing to adopt the concept. 4) However, the attitudes of the teachers who were remaining in the inner-city were more positive toward Black people than those who were leaving. 5) While the surveyed inner-city teachers did not appear to have negative attitudes toward Black children and child-centered educational practices and policies, the children who attended the inner-city schools did not have teachers whose attitudes toward them were as strongly positive as the literature advocated for a successful educational experience.

118. Dillingham, McKinley. A Study of Teacher Attitudes and Self-Concept of Students as Factors Related to Academic Success of Inner City Pupils in a Selected Upper Grade Center. Northwestern University, 1972. 107p. Adviser: B.J. Chandler. 73-10,210.

In order to obtain positive results in the classroom, the teacher and the student must work as partners in the educational setting. It can be assumed that this partnership has not existed in the inner city classroom due to the lack of academic success of so many Black students. This study was designed to examine some of the influential factors which tend to play a role in the academic achievement of students. The problem of this study was to: (1) determine and assess the self-concept level of the eighth grade students and the attitudes of teachers toward these students in a selected inner city upper grade center and (2) relate the self-concept level of students and attitudes of teachers to pupil performance based upon data drawn from this study and other related research. The main purpose of this investigation was to examine the current attitude of teachers and self-concept level of students. The study sought to investigate the following questions: 1. What is the attitude of teachers at the selected school toward their pupils and their job? 2. Is there a difference between the attitude of teachers based upon years of experience in teacher? 3. What is the self-concept level of the eighth grade students at the selected school? 4. Is there a relationship between the self-concept level of students based upon academic performance?

The subjects were forty two teachers and three hundred and eight students from the selected school. The Minnesota Teacher Attitude Inventory was used to answer questions related to teacher attitudes. The Don Dinkmeyer Self-Rating Scale was used to answer questions related to the student's self-concept. The student's reading score as shown on the Metropolitan Achievement Test served as an indicator of academic performance. These scores were correlated with scores obtained on the Dinkmeyer Self-Rating Scale. Unstructured personal interviews with teachers and group interviews with students were held in addition to the MTAI and DSRS. Linkage between the attitude of teachers and self-concept of students as related factors in academic success was made on an inferential basis due to the descriptive design of the study.

Results revealed that the teachers mean scores on the MTAI fell far below the national norms indicating highly negative attitudes of teachers toward students and their job. There were no significant differences between the attitude of teachers based on years of teaching experience. The findings showed a correlation between academic performance and self-concept level. The study indicated that the vast majority of students held low self-concepts.

The study lends support to current research directed toward teacher attitudes and self-concept level of inner city students. This investigation also suggests the need for change in teacher attitudes, teacher training programs, and hiring practices. Recommendations: 1. Workshops designed to change teacher attitudes. 2. Creating meaningful experiences for students. 3. Status building activities for students. 4. More communication between teacher, parent, community. 5. Consideration of reasons contributing to negative self-image and academic weaknesses of inner city pupils.

119. Grantham, Jr. Lawrence Bertram. Differential Effects of Classroom Behavior Management and Traditional Teaching Techniques on Vocational Knowledge and Attitudes at Fifth and Sixth Grade Levels. University of Southern Mississippi, 1972. 116p. 72-26,548.

The problem was to determine the differential effects, if any, the Classroom Behavior Management approach and the Traditional Classroom Teaching approach had on attitudes and subject matter knowledge in the presentation of lessons in career development at the fifth-grade and sixth grade levels. The basis objectives of the study were:

1. to determine the effects of the Classroom Behavior Management Teaching approach and the Traditional Teaching approach on vocational attitude.
2. to determine the effects of the Classroom Behavior Management Teaching approach and the Traditional Teaching approach on vocational subject matter knowledge.

The subjects of the investigation were fifteen fifth-grade and sixth-grade classes in which a majority of the children were of lower socio-economic backgrounds. Schools included in the study were selected by the administrations of the Hattiesburg and Forrest County, Mississippi, school systems. The selection of classes was based on teacher cooperation and interest. Teachers were assigned randomly to three groups, five to a group. The groups were designated as Experimental 1 ($E_1$), Experimental 2 ($E_2$), and Control (C).

Five trained doctoral students from the University of Southern Mississippi were assigned to work for a ten-week period with two teachers, one from Group $E_1$ and one from Group $E_2$, the doctoral students taught a lesson series entitled "The World of Work" to the two experimental groups. The Classroom Behavior Management approach was used for Group $E_1$; the Traditional Teaching approach was used for Group $E_2$. Group C did not receive the lesson series.

At the conclusion of the lesson series, the Crites Vocational Development Inventory and the Career Development Achievement

Test were administered to each of the three groups. Group scores from these tests were compared to determine the differential effect of the Classroom Behavior Management approach and the Traditional Teaching approach on vocational attitudes and vocational subject matter knowledge.

From observation of the attitude scores it appeared that those students who received Classroom Behavior Management instruction tended to improve in a significant way over those classes taught in the traditional approach and the Control group. When each of the three groups was compared, there was a significant difference in the mean scores of each group at the .05 level. Investigation indicated the greatest difference to be between Groups $E_1$ and $E_2$. The next greatest difference was between Groups $E_1$ and C, while a comparison of Groups $E_2$ and C indicated the Control group to have higher scores.

Results of the achievement scores indicated that those students taught using the Classroom Behavior Management approach scored significantly higher than the students in the other groups at the .05 level. A comparison of the means of the three groups indicated that the greatest difference was between Groups $E_1$ and C. Groups $E_1$ and $E_2$ had the next greatest difference, and Groups $E_2$ and C had the smallest difference.

Within the confines of the study, the results indicate that the two teaching approaches involving the sample groups had differential effects in both vocational attitude and subject matter knowledge. Based on the empirical results, the Classroom Behavior Management approach appeared to be the most effective method of presentation.

120. Silvis, Robert Lee. Teacher Influence Upon Economic and Civil Liberties Attitudes of High School Students. University of the Pacific, 1972. 154p. Adviser: Dean J. Marc Jantzen. 72-25,742.

The primary purpose of the study was to measure the influence of high school social studies teachers upon the economic and civil liberties attitudes of their twelth grade students. Additionally, peer group influence, and influences related to the sex role and to social class were measured.

The sample used in the study was drawn from senior students and their teachers in the five high schools of a predominantly working class and lower middle class secondary school district in the metropolitan area of Sacramento, California. Nineteen teachers and 487 students were involved in the final sample.

The measuring devices used for detecting changes in students' economic and civil liberties attitudes were two series of questions drawn from the Centers' Conservatism-Radicalism Battery (for economic attitudes) and the Purdue Opinion Pannel's Anti-Democratic Attitude Scale (for civil liberties attitudes). The questions used in the final economic and civil liberties attitude scales were obtained from a pilot study given in the

spring of 1971. The pilot study was used to check for clarity of wording, reliability, homogeneity of content, and stability of teacher attitudes.

The final forms of the scales were administered as pretests in the summer school, 1971 and in the fall semester, 1971. Posttests were given at the end of the summer school, 1971 and at the end of the fall semester, January, 1972. Additionally, a post-posttest was given in January, 1972 for those students who had been tested in the summer school. The changes in attitudes were measured by three nonparametric statistics: the McNemar test of significance, the chi-square test of significance and the Spearman rank order correlation technique.

Major findings of the study were as follows:

1. There was no significant posttest change toward a more conservative or more liberal position by the student group on either the economic or civil liberties scales. This finding also held true when the student group was categorized by sex and social class.

2. Posttest scores indicated that both the teacher group and the peer group did exert statistically significant changes in students' economic and civil liberties attitudes. This finding tended to be true whether the teacher and the peer group were initially more conservative or more liberal than a specific student.

3. Neither the sex role nor social class position were statistically influential in changing the students' economic and civil liberties attitudes.

The major conclusion drawn from this study is that twelfth grade social studies instructors do influence their (largely) working class 'and lower middle class students' economic and civil liberties attitudes. This conclusion is felt to be valid whether the teacher is more conservative or more liberal than the initial attitudes of the students (as indicated by their pretest scores). In addition, it is felt that the strong impact of the students' class peer group attitudes in these areas serve as a mediating influence on the teachers' opinions to the extent that they must be taken into consideration in any similar measure of student attitude change.

## Teachers' Characteristics

121. Goldsmith, Clarence Hayden. An Investigation of the Relationship Between Selected Teacher Characteristics and the Effectiveness of Teachers of Culturally Disadvantaged and Non-Disadvantaged Elementary School Students. St. Louis University, 1970. 138p. 71-21,389.

The basic problem of this study was to determine to what extent certain selected teacher characteristics, as measured by the Behavioral Dimensions of Teaching-Characteristics Schedule, were associated with

teacher effectiveness in culturally disadvantaged and non-disadvantaged elementary schools when an annual learning rate, computed from pupil gain scores, was used as a criterion of the effective teacher. The personal characteristics of effective teachers have long been recognized by those responsible for the education of youth to be of central importance to the classroom processes. This importance is magnified to generous proportions when applied to urban school districts containing large numbers of culturally disadvantaged students. As a director of learning and according to his abilities, the teacher influences pupil progress toward self-direction; therefore, his personal characteristics and effectiveness are critical.

The sample utilized in this investigation consisted of thirty randomly selected fifth and sixth grade teachers and their students from schools defined by the Elementary and Secondary Education Act of 1965 as culturally disadvantaged, and thirty randomly selected teachers and their students from non-disadvantaged elementary schools. The BDT-CS was administered to the sample teachers to measure five selected teacher characteristics: (1) warm-spontaneous; (2) organization; (3) viewpoint; (4) stability; and (5) involvement.

Pretest and posttest standardized test scores from the California Achievement Tests were used to measure pupil gain for the time under study, and then to compute an annual learning rate, in terms of percentages, for each teacher's class. The annual learning rate percentage was used to rank each teacher's class, from high to low, either culturally disadvantaged or non-disadvantaged, as a criterion measure of the teacher's effectiveness. The teacher's BDT-CS scores were matched to the rank of his class and the ten highest and ten lowest ranked teacher characteristics were statistically analyzed. The middle ten scores were eliminated and were not used further in the study.

The Student's t test for independent samples was used to determine if there were significant differences in teacher characteristics when comparisons were made among teachers of culturally disadvantaged and non-disadvantaged elementary students with either high or low annual learning rates. The results of the tests of significance reject the research hypothesis with the conclusion that teacher characteristics, as measured by the BDT-CS, were not significantly different among the teachers under study and, therefore, were not associated with teacher effectiveness in culturally disadvantaged or non-disadvantaged elementary schools when an annual learning rate, computed from pupil gain scores, was used as a criterion of the effective teacher.

Thus, the results of this investigation were to fail to reject the null hypothesis. Any differences in teacher characteristics which might occur were due to chance and not the result of teaching in either culturally disadvantaged or non-disadvantaged schools, or due to the effectiveness of teachers when an annual learning rate was used as the criterion measure of an effective teacher.

122. Polk, William C. Common Factors Extracted from Individual Case Histories of Selected Successful Teachers in Two Inner-City Schools. The Pennsylvania State University, 1970. 228p. 71-16,653.

It was the purpose of this study to examine, in detail, the past and present lives of some of those teachers who have a reputation for being successful teachers of children in the inner-city school, to determine if there existed some commonalities of experience that could be isolated and possibly identified as prerequisites or correlates of successful teaching in the inner-city school.

Successful teachers in this study are those teachers whose reputation for helping children learn is recognized and supported by the teachers and administrators in these selected schools.

The subjects identified as successful teachers, according to the specific criteria established in the selection process, were asked to complete a questionnaire. They were also requested to grant the investigator an extensive interview. The instrument used to provide a measure of standardization of the direction and content of the interview was developed by the investigator. Such areas as personal background, educational and professional background, present living conditions, present professional status, educational outlook, and views on current issues were explored extensively in the interview session or sessions. The questionnaire, also designed by the investigator, was formulated to yield certain biographical data. It was also designed to give the respondents a clue as to the nature of the ensuing interview.

Tape recordings were made of all interviews. These tapes were transcribed verbatim, and individual case histories were developed from these transcriptions. The case histories, which are included in the study, were examined and factors that they appeared to have in common were identified for consideration as common factors possessed by those selected teachers in the two inner-city schools used in this study.

Some of the conclusions from this study of selected successful teachers in two inner-city schools follow.

It was found that these successful teachers have extensive knowledge or experience in the culture from which their students come. They are able to bridge, effectively, the gap between their middle-class personal lives and the generally lower-class environment from which their students come. These teachers are interested in their jobs and do not blindly pursue one behavioral/instructional path to the exclusion of all others. They are, as a group, satisfied in their present positions and plan to remain in these schools. On the whole, these teachers have small families and few time-consuming outside interests. They have time to devote to the preparation and contemplation of teaching materials and strategies. These teachers

have a positive self-image and feel that they are able to assess the needs of the children. Though they may seek administrative approval, they are willing to continue operations without this approval if they are convinced that to do so would be in the best interest of the children. These teachers are, in the main, process rather than content oriented. They are clinicians rather than researchers. They are accepting of others and recognize and appreciate differences in life styles and modes of behavior. They are finding creative and concerned ways to reach and teach children. They are successful.

123. Smith, Anita Maxine Wilson. The Relationship of Selected Personality Characteristics in Teachers of Culturally Disadvantaged Children and Reading Achievement. The Ohio State University, 1970. 199p. Adviser: Professor Charles Galloway. 71-18,085.

A meaningful and effective education for the disadvantaged children of our society remains as one of the great concerns of public education. If the teacher is a crucial factor in the education process, it is reasonable to expect differences between teachers in classrooms where children achieve at levels commensurate with their ability and in classrooms where children do not achieve at levels commensurate with their ability.

It was the purpose of this study to ascertain whether successful teachers, whose classes of disadvantaged children demonstrated more reading improvement for a specified period, exhibited different personality characteristics than least successful teachers, whose classes of disadvantaged children demonstrated little or no reading improvement for a specified period.

Standardized reading tests were administered to the pupil subjects who were selected from second and third grade classes in five inner city schools, where the incidence of aid to dependent children and welfare recipients was known to be high. From a larger group of classes, twenty classrooms were selected. The pupils in ten of the classes demonstrated more reading improvement for the period of the investigation than other classes. The pupils in ten of the classes demonstrated less reading improvement for the period of the investigation than other classes. Teacher subjects were those teachers who taught the twenty selected classes.

Personality characteristics of the teachers were measured by the Cattell 16 Factor Personality Scale. The teachers were also described by their building principal using a Q-sort technique. These data were evaluated by the Mann Whitney U Test and the Spearman-Brown Formula, respectively.

The results of this investigation indicate that there was a significant difference in the reading achievement of culturally disadvantaged children whose teachers had been selected as more successful and teachers who had been selected as least successful, as judged by the progress in reading of their pupils when (1) the means of the total cumulative expectancy level gains for the successful classes were compared to the means of the total cumulative expectancy level gains for the least successful classes and when (2) the means of the total grade equivalent gains for the successful classes were compared to the means of the total grade equivalent gains for the least successful classes. These results were significant at the .05 level.

However, the results of this investigation indicate that there was no significant difference in selected personality factors between teachers who had been selected as more successfus and teachers who had been selected as least successful, as judged by the progress in reading of their pupils, when data from the primary and secondary personality factors of the Cattell 16 PF Scale were evaluated for the successful and least successful teachers. Successful teachers, however, tended to be (1) reserved, (2) sober, (3) tough-minded, (4) trusting, (5) self-sufficient, and (6) controlled and socially precise. At the same time, least successful teachers tended to be (1) reserved, (2) emotionally stable, (3) self-assured, (4) relaxed, (5) low in anxiety, and (6) subdued.

Successful and least successful teachers, as judged by the reading achievement of their pupils, are not described into well-defined categories by their building principal.

It must be concluded that other influential factors, more than the teacher's personality, have an impact on pupil performance in reading.

124. Bannister, Langston Clinton. A Study to Identify Teachers Who Are Judged to Be Effective in Inner City Schools. University of Massachusetts, 1971. 132p. 71-25,294.

The present study, through its investigation of the criteria used to rate effective teachers in the inner city schools, has sought to clarify one dimension of the many problems facing the inner city school such as: clash of cultures, lack of clarity about the goals and objectives of schools serving urban areas, massive failure of students and teachers, and the influence of racism. It was believed that the seriousness of the many problems in inner city schools contributes to and results from the dysfunctional student-teacher interactions.

More specifically, it was felt that the most important single cause of the massive failure experienced by teachers and students

in inner city schools-authority-involved: (1) learners' difficulties with persons in positions of authority, and (2) teachers' inability to project the kinds of authority demanded by inner city learners.

This study sought to: (1) obtain data about the aspects of teacher behavior which this author and selected students, teachers and administrators from a designated inner city school take into account when they make judgments regarding teacher effectiveness, (2) determine the extent of consensus among the individuals listed above as to: (a) the identity of teachers judged most effective, (b) the criteria employed when making such judgments and (c) the importance of each criterion, and (3) determine the advisability of encouraging individuals designated by raters as effective classroom teachers to conduct ongoing inservice human relations training programs for their colleagues.

Criteria were identified for each group of raters. Teachers used stage-presence and process-orientation criteria while administrators consider the interpersonal orientation criterion to be particularly important. The observer considers the stage-presence criterion as well as the awareness-responsiveness criterion. Students in track one (college bound) consider stage presence as the most important criterion while students in track two consider empathetic justice as the most important criterion. Finally, students in track three consider a combination of the interpersonal and student orientation to be most important.

Results also show that effective teachers must have the capacity to relate to as well as teach students in inner city schools. Further, it is the mixture of cognitive and noncognitive variables as well as personal and professional qualities which will assist teachers to be more effective for the inner city learners. The study showed that the adult raters seemed to agree that in order for teachers to conduct ongoing inservice human relations programs successfully, they also need to possess this same mixture of qualities.

An analysis of the student responses points out the necessity of increasing the number of culturally sensitive Black personnel in inner city schools. Presently, because of the small number of Black teachers, there are few Black teachers who are particularly sensitive to the needs of inner city learners are under terrific pressures to enter into the kinds or relationships which consume so much of their time and energy that they are unable to perform their academic duties and responsibilities.

The data also suggest that it would be valuable to have present sponsors of student activities or admininistrators systematically poll a representative sample of students regarding who they feel would have the skills to sponsor a human relations club for students. Such a club could be designed to improve communication among students, teachers and administrators.

The kinds of inservice training which the data seem to suggest

might be described as a co-teacher venture in which teachers might be matched on the basis of complementary strengths. After appropriate assessment of strengths, teachers would be assigned to discover and develop one's own strengths.

Finally, the seriousness and urgency of the deteriorating condition of inner city schools dictate an end to academic debate over causes and ultimate blame or responsibility; instead, effort needs to be directed toward designing, implementing, and evaluating experimental action programs which take into account the knowledge which already exists.

125. Kershner, Keith Michael. Selected Teacher Characteristics as They Affect Student Achievement in Urban Schools. University of Delaware, 1972. 181p. 72-20,529.

The problems of the inner-city have become recognized phenomena and facts of American life. Among these difficulties is the apparent inability of urban schools to adequately prepare their pupils to be in successful competition with their suburban peers. Theetiology of this discrepancy is a subject for debate, but the result is definitely a perpetuation of the poor education-inferior income spiral with all of the discriminatory side effects pertaining thereto. In a realistic sense the schools as they basically exist now would have an opportunity to influence these inequalities if critical school variables were isolated and manipulated. If no such critical variables could be found, then, either the undersirable existing conditions would have to be accepted, or fundamental changes in the institutional educational process should be advocated.

Past research relating to school effects on student development has been inconclusive except in demonstrating that individuals who are soci-economically disadvantaged also typically become educationally disadvantaged by going through urban public school systems. It was theorized in the present study that this need not be true, and that the teacher, as a major participant in the educational process, might be influenced to produce higher student academic gains. It was further theorized that instructional situation factors, especially teacher characteristics, could be identified as differentially affecting the level of student achievement gains. In order to develop evidence relating to this theorized relationship between teacher characteristics and student development, research literature on teacher effectiveness was reviewed. This review, and subsequent pilot study, resulted in the hypothesization of five teacher attributes which were testable in terms of their effect on student achievement gains. They were: teacher perception of the student-teacher relationship, teacher perception of community support of education, teacher experience, teacher educational level, and class size. The independent variable measures were refined through factor analyses, and the dependent variables were in all cases student percentage gain scores on standardized achievement tests yielding Reading, Language and Arithmetic data.

The hypotheses were tested in a moderate-sized, East Coast, urban public school system.

Teacher perception of community support of education emerged, through multiple regression analyses, as a consitently significant predictor of student achievement gains. Class size also demonstrated a limited effect, while the other variables were consistently non-significant in their relationship to student achievement. Student socioeconomic and racial group membership were found to not be determinants of achievement gains in the school system studied. Individual student IQ was found to be related to all measures of academic gain. Individual regression analyses by IQ level confirmed the effect of teacher community perception, especially for subjects within the 85-114 IQ.

It was concluded that certain teachcer characteristics in the sample study do make a difference in student achievement gains, and that urban school systems should pay particular attention to community-school relations. Conclusions derived from the present study were subject to several sampling limitations and, most importantly, an apparent lack of heterogeneity in the variance of achievement criterion scores. This leptocurtic tendency in dependent variable measure distributions probably depressed the level of obtained statistical relationships, and implied that the determination of the magnitude of attributable effects, though not the rank ordering, must be left to future research.

This study was viewed as a basic investigation into teacher effects on student achievement. Suggestions for further research were made; and school administrative policy recommendations were indicated on a tentative basis.

126. Coletta, Anthony John. Personality Characteristics and Assumptions Held by Open and Traditional Teachers of The Poor. The University of Connecticut, 1973. 186p. 73-9809.

The purpose of the study was to investigate three areas of open education: (1) teacher personality characteristics, (2) assumptions held about open education and (3) instrumentation. Specifically, an attempt was made to determine if significant differences in personality traits and assumptions existed between high and low rated, open and traditional primary teachers of poor children.

The Barth Scale, which measures the extent to which an individual agrees or disagrees about open education, was examined for content and construct validity by employing latent partition analysis (LPA) and factor analysis techniques. The LPA study employed 23 judges for an item sorting task. The items were then administered to 191 teachers from open and traditional classrooms across eastern United States. Factor analysis of item intercorrelations resulted in seven constructs: (1) Curricular Flexibility; (2) Intellectual Development;

(3) Evaluating the Child; (4) Learning Through Involvement; (5) Learning Facilitators; (6) Evaluating the Child's Work; and (7) Learning Through Exploration. Simultaneously 60 primary teachers were selected by the supervisor of a large, urban, Connecticut public school system, based on supervisor ratings (high and low) and classroom organization (open and traditional). The procedure used in the investigation is presented below.

The supervisor selected 15 high rated open and 15 low rated open teachers using a modified version of the "Observation Rating Scale," developed by Walberg and Thomas (1971). The 30 open teachers had received in-service training in open education practices and maintained existing open classrooms. The supervisor then selected 15 high rated traditional and 15 low rated traditional teachers, using subjective judgment based on five areas of assessment: (1) use of resources, (2) instructional planning, (3) classroom management, (4) mastery of subject and (5) student involvement. These 30 teachers received no in-service open classroom training, and operated traditional classrooms. Seventy per cent of the 60 teachers taught children from economically poor families. Two personality instruments, the Edwards Personal Preference Schedule (EPPS) and the Thurstone Temperament Schedule (TTS), alone with the Barth Scale and a Biographical Statement (created by the writer), were administered to the four groups of teachers. Each teacher was remunerated $7.00 to complete the instruments, taking approximately one hour and 20 minutes of time. A total of 21 subscales were analyzed: nine for the EPPS; five for the TTS; and seven for the Barth Scale.

The research design consisted of 2x2 multivariate analyses of variance (MANOVA) to determine if significant differences existed in personality characteristics and assumptions held about open education. The two factors included supervisor ratings: high and low; and classroom organization: open and traditional. Differences in mean vectors were also examined using one way analysis of variance to determine if significant differences in teachers' personality characteristics and assumptions existed between (1) high rated open versus high rated traditional; (2) high rated open versus low rated open; and (3) high rated traditional versus low rated traditional.

The results of the study indicated that no significant differences existed between open and traditional teachers in selected personality characteristics, as measured by the EPPS and the TTS; no significant personality differences were found between the following groups: (1) high rated open versus high rated traditional; (2) high rated open versus low rated open; and (3) high rated traditional versus low rated traditional. Teacher differences in Barth Scale assumptions were found between: (1) open versus traditional; high rated open versus high rated traditional; and high rated open versus low rated open. For each of these groups, MANOVA F-ratio's indicated significant differences ($p. < .10$). Inspection of the univariate F for each group revealed individual significance ($p < .015$) for Scale 6 (Evaluating the Child's Work) and

Scale 7 (Learning Through Exploration) in favor of the open and high rated open groups.

Given the small amount of research in open education, the present investigation is important as it contributes greater understanding of personality characteristics and assumptions held by high and low rated, open and traditional teachers. Further, the Barth Scale validity study fulfills a need for refinement of instrumentation; the Scale appears to discriminate between open and traditional teachers and may be of value in assisting school systems in the selection of teachers for open classrooms.

## Teachers' Expectations

127. Keshock, John David. An Investigation of the Effects of the Expectancy Phenomenon Upon the Intelligence, Achievement and Motivation of Inner-City Elementary School Children. Case Western Reserve University, 1970. 85p. 71-19,010.

The centuries-old maxim that expectancies are extremely dramatic forces in controlling behavior has been subjected to recent studies in the fields of education and psychology. This simplistic yet challenging notion has been subjected to experimentation with conflicting outcomes. Due largely to Rosenthal's teacher expectations have been cited as one reason for the lowered learning abilities and poor motivation of disadvantaged children.

The purpose of this investigation was to discover the extent of teacher expectations upon the intellectual abilities and school achievement of disadvantaged children and what effect raised expectancies would have upon the affective components of students' behavior. This study was primarily concerned with motivation.

Forty-eight male Ss were randomly selected from grades two through five in a private school located in the inner-city area of Cleveland, Ohio. All of the Ss were of the Negro or Black race and all were functioning in the normal range of intelligence (IQ 84 to 115). All of the children fell within the age range 7 years 0 months to 11 years 4 months.

Individual intelligence achievement, and projective tests were administered by the E, a regular member of the school staff. Actual scores for the Control Ss were given to teachers and inflated scores (One standard deviation, 16 points) were assigned to Experimental Ss.

To curtail experimenter bias, the use of a double-blind experiment was effected. Ss were retested after approximately nine months had elapsed.

The dependent variables were intelligence, achievement in reading and arithmetic, and motivational levels as measured by the Thematic Apperception Test. The experimental variable was the teachers' awareness of the pupils' levels of intellectual functioning.

It was hypothesized that Experimental children would produce higher change scores on an individual IQ test than children whose teachers had not been given inflated IQ scores. It was also hypothesized that Experimental Ss would produce greater change scores on an individual achievement test when their teachers were given inflated IQ results than children not afforded the same treatment. Finally, it was hypothesized that Experimental Ss would produce higher change scores in motivational development as evidenced in projective test results than children whose teachers were given actual IQ test results.

The results of the study indicated that the Experimental group did not gain significantly more than the Control group in intelligence. The first hypothesis was not supported.

The achievement test results indicated that there were no significant differences between Experimental Ss and Control Ss. While there were trends in the direction of significant gains, the small sample sizes and variability of test results precluded support for the second hypothesis.

The results indicated that the Experimental group did produce significant gains in motivation as measured by the TAT. Thus, the gains in positive motivation, as evidenced by Motivation Index results, supported the third hypothesis.

The findings of the study indicated that raised teacher expectations do improve the motivational development of children. This suggested that teacher attitudes are crucial in working with the disadvantaged and establishing the background for examining the interaction between curriculum to be learned and increased student motivation to learn. It seems that one of the goals of the teacher should be to engineer learning tasks to complement increased motivation.

128. Fine, Leonard. The Effects of Positive Teacher Expectancy on the Reading Achievement and I. Q. Gains of Pupils in Grade Two. Temple University, 1972. 132p. 72-27,180.

The purpose of this study was to test the hypothesis that teacher expectations of their students' ability may be a major bias which can significantly affect their school achievement.

Specific questions investigated were: Do efforts to instill and reinforce, in teachers, expectations that their pupils will progress significantly in reading result in effects on actual reading achievement and I.Q. scores for their students? What effect does a positive teacher expectancy have on the performance of pupils of different races and different sexes?

It was hypothesized that the Positive Expectancy Group, when compared to the Neutral Expectancy Group in grade two, would show significantly greater gains in vocabulary, reading comprehnsion, I.Q., and teachers' perceptions of their pupils reading ability.

Subjects were 180 second grade pupils from 18 classrooms in five urban elementary schools. Subjects were randomly assigned to either

a Positive or Neutral Expectancy Group. An I.Q. test disguised as a predictor of reading achievement was administered to all pupils in the 18 classrooms. Teachers were informed that a number of their pupils had scored significantly higher on this test than they had on the previously administered reading test, and that their listed pupils would show significant progress in reading during the year. A reinforcement of this positive expectancy was subsequently given. Post-tests were administered five months after the treatment. Finally, teachers' opinions were obtained regarding the treatment.

The dependent variables were teacher rankings, vocabulary, reading comprehension and I.Q. scores. The independent variables were the Positive and Neutral Expectancy Treatment Groups, race and sex. Data were analyzed employing covariance and analysis.

The Positive Expectancy Treatment failed to lead to significant gains in pupils' scores on the criterion measures. These findings were similar even for those Positive Expectancy Pupils whose names were remembered by their teachers. A comparison was made of those pupils in the Positive Expectancy Group whose names were remembered and whose predicted success in reading was either believed or not believed by their teachers. The "believed" pupils scored significantly greater gains on both the reading comprehension and the teachers' rankings of their reading ability. A consistent finding was significant differences in scores between the races on the vocabulary and reading comprehension subtests in the direction favoring Caucasian pupils.

Conclusions:

1. Positive expectations given teachers regarding their pupils' reading ability had no relationship to the changes in their pupils' performance.
2. When pupils were grouped according to sex, regardless of treatment, being male or female had no relationship to changes in their performance.
3. When the interaction between pupils' sex and treatment was considered, being male or female had no relationship to changes in their performance.
4. When pupils were grouped according to race, regardless of treatment, Caucasian pupils obtained significantly higher gains in vocabulary and reading comprehension but not in teacher rankings of their reading ability or I.Q. performance.
5. When the interaction between pupils' race and treatment was considered, being Caucasian or Negro had no relationship to changes in their performance.
6. The teachers' ability to remember the names of their pupils in the Positive Expectancy Group had no relationship to the gains in their pupils' performance.
7. Teachers' belief regarding their Positive Expectancy pupils' reading potential was significantly related to their pupils' gains in reading comprehension and teacher rankings of their pupils' reading ability but not on vocabulary and I.Q. criterion mea-

The teachers' belief or non-belief may have been based on evaluations of their pupils' classroom performance and/or prior teacher expectancies rather than the expectancy treatment employed in this study.

8. Teachers' actual expectancies, as well as those introduced artificially, and their effects on pupils' school performance, because of the complex processes involved, were difficult to identify or demonstrate.

129. Wise, Ralph Jay. Teacher and Pupil Factors Related to Teacher Expectations for Children. Yeshiva University, 1972. 146p. 73-11,997.

The purpose of this research was to investigate teachers' expectations for children's behavior in class. Recently there have been numerous reports of the influence of teacher expectations on pupils' intellectual performance (Rosenthal, 1968; Guskin, 1968). The importance of these findings suggested the study of factors that may be related to the formation of teacher expectations. This study attempted to examine the relative contribution to variance in teachers' expectations of certain teacher personality and pupil information factors and their interaction.

The analysis of the separate and interaction effects of these teacher and pupil factors on teachers' expectations was obtained in a rural area outside of New York City from 301 teachers' responses to a questionnaire designed for this study.

The personality characteristics of teachers measured by this questionnaire was conceptualized as "teachers' trust in the validity of their experiences" (TVE) and was related to other measures of individual's feelings of personal competence, confidence, and independence (Rotter, 1966, Witkin, 1962; and Crowne & Marlowe, 1964). The reliability and concurrent validity of a scale specifically developed to measure the construct (TVE Scale) was obtained in a pretest. The reliability of the TVE Scale was .65 and .43 from samples of 62 and 237 teachers respectively, an adequate but low coefficient for research purposes (Guilford, 1954). Evidence of the concurrent validity of the TVE Scale resulted from its correlation with one out of three conceptually related personality scales and its relationship to five other TVE measures constructed for this study.

Information supplied to teachers on this questionnaire, about the characteristics of pupils, included identical descriptions for all teachers of four pupils whose behavior in class ranged from "teachable" or "controllable" to relatively "unteachable" or "outside" teacher control. In addition, pupils' socio-economic background was labeled as either "Middle" or "Lower" and their former class placement as either Regular or Special. These two sets of labels were combined randomly so that teachers received any one of four different combinations of labels which were used to classify all of their pupils.

Two expectation measures were used in this questionnaire and composed of questions designed to assess teachers' estimates of their four pupils'

expected academic and social achievement at the end of a year in their class.

The results obtained from the design of this study supported the predicted higher positive relationship between expectation and a) teachers' TVE (.16); b) information about pupils as "outside" rather than "within" teacher control; and c) labels for children as from a Regular as compared to Special class placement. These findings also indicated that TVE and information about pupils' behavior interacted in their effect on teachers' expectations. These results did not confirm the predicted higher positive relationship between teachers' expectations and Middle as compared to Lower social class labels or the interaction effects on expectations of socio-economic and class placement labels on high and low TVE teachers.

Various interpretations of the independent and interaction effects on expectations of teachers' personality and pupil information were discussed, and the implication of these results for the measure and development of teacher effectiveness as well as for personality research in general were also presented.

## Students and Teachers' Perceptions

130. French, George Wesley. Certain Factors Related to the Perceptions of Disadvantaged Youth Held by Teachers and the Perceptions of Teachers Held by Disadvantaged Youth in Selected Philadelphia Junior High Schools. Temple University, 1971. 111p. 71-19,997.

The purpose of this study was to explore certain factors related to the teaching of children designated as "disadvantaged". These factors included the perceptions teachers held of the children they taught as well as the perceptions held by the children of the teachers who taught them.

The primary question or major hypothesis was as follows:

Teachers of disadvantaged children who are rated successful by their administrators and students will have a similar pattern in their perceptions of disadvantaged children and will be perceived by their students in a similar pattern.

Four junior high schools in thePhiladelphia School District were chosen for the student and teacher populations for this study because they represented schools identified by the Philadelphia School District as serving disadvantaged student populations accordingto school district criteria.

Two instruments were used to measure the students' perceptions of their teachers and the teachers' perceptions of their students. The students were asked to identify those teachers with whom they learned the most or the least and to rate them on the Student Perception Inventory. The Student Perception Inventory emphasized the student's

perceptions of the teacher's interpersonal classroom interactions, his perceptions of the teacher as model adult, the teacher's acceptance or rejection of him, and a general perception of the teacher as an adult member of the student's environment. The teachers were asked to rate their students on the Teacher Perception Inventory which emphasized the perception by the teachers of these students' social and educational behavioral traits.

The data relative to the study were subjected to four statistical procedures. The Sign Test Statistic (non-parametric) was used to determine whether a difference existed between mean item scores of groups; the Median Test was used to determine whether as a result of measured perception scores two discrete teacher populations existed; the Phi Coefficient of Correlation to determine the relationship between the students' perceptions and the measured perceptions of the teachers: and the Pearson Product-Moment Correlation to determine the relationship between the rating of the administrators and the teachers' scores.

The findings of this study include:

1. There were significant differences in the perceptions held by the disadvantaged child of the teacher who had been rated successful by administrators and students and those who had been rated as less successful at the .01 level of confidence.

2. There were significant differences found between the perceptions of the children of those teachers rated by the children and the principal as successful and those teachers rated by the children and the principal as less successful at the .01 level of confidence.

3. There was a significant relationship existing between the identification by the students of their successful teachers and the positive perceptions of the students by these teachers at the .01 level of confidence.

4. There was a significant relationship existing between the identification by the students of their less successful teachers and the negative perceptions of the student by these teachers at the .01 percent level of confidence.

5. A correlation which was significant at the .01 level existed between the ratings of the students of their more successful and less successful teachers and the ratings of the principals of these teachers.

The conclusions of this study were:

1. Theperception by the teacher of the behavioral and educational attributes of disadvantaged children is an important factor in the education of disadvantaged children.

2. The successful teacher of disadvantaged children has positive perceptions of the educational and behavioral attributes of disadvantaged children.

3. The unsuccessful teacher of disadvantaged children has negati e perceptions of the educational and behavioral attributes of disadvantaged children.

4. The disadvantaged child has positive perceptions of teachers whom they rate successful and negative perceptions of those whom they rate unsuccessful.

5. The rating by the principal of the teacher of disadvantaged children when compared with the child's perception of the teacher can be a useful checking device for the principal or other rating administrators.

131. Schwartz, Edith. A Study of Self Esteem of Elementary School Students in Two Socioeconomic Groups, as Measured by the Self Report of the Students and as Perceived by Their Teachers. New York University, 1971. 124p. Adviser: Dr. Dan Dodson. 71-24,814.

This study was designed to explore select variables of socioeconomic influence on teacher-pupil relationship, as reflected in the assessment by the teacher and by the student of student self esteem. The foundations for the theory and concepts were derived from literature relative to phenomonological theory of personality; psychological, sociological and psychoanalytic exploration of self esteem; teacher expectancy; motivational theory; reference group theory, and racial problems in education.

The instrument used to measure self esteem of students was the Coopersmith Self Esteem Inventory in which the student indicated "Like Me or "Unlike Me" on 50 items designed to measure specific aspects of self esteem. The population consisted of 404 New York City School children, equally drawn from third andsixth grades, high and low achievement level grouping, and lower and middle class schools. Their teachers completed the Coopersmith Behavior Rating Form as a measure of the teacher evaluation of student self esteem.

The study indicated that the students in the middle class schools reported higher self esteem than did students in the lower class schools ($p. < .01$). There was significant difference, on the basis of socioeconomic factors, in the correlation between teacher Behavior Rating Form and three student subscales-home, social and school self esteem. There was no significant difference, on the basis of socioeconomic factors, in the correlations between teacher evaluation of student self esteem and teacher's emotional reaction to the student, and in the correlation between teacher evaluation of student self esteem and teacher evaluation of student motivation.

There were further findings which were not hypothesized, but had they been, they would have been significant. Teachers in the middle class schools rated their students higher in self esteem than did teachers in the lower class schools. Teacher evaluation of student ability was significantly affected by social class, grade level and achievement level grouping of students. It was found that teachers associated academic level grouping with student motivation in the lower class schools, and with student ability in the middle class schools.

132. Berman, Barry Howard. Perceptions of Black High School Students Toward their Interpersonal Relationships with their Black and White Teachers. The University of Michigan, 1972. 108p.
Adviser: Frederick W. Bertolaet. 73-11,039.

The purpose of this study was to determine to what extent the race of a teacher influenced the student-teacher relationship.
Hypotheses:

1. Black students will perceive themselves as being regarded more highly by black teachers than white teachers.
2. Black students will perceive black teachers as having more understanding of their feelings than white teachers.
3. Black students will perceive that black teachers will not change to a great extent their feelings toward them as persons if they misbehave. White teachers will be perceived as changing their feelings.
4. Black students will perceive that black teachers will be consistent in what they feel and do in their interpersonal relationships with students; while white teachers will be perceived as being inconsistent.
5. Black students will differ from white students in their choices of the desired racial composition of a teaching staff due to their own feelings and beliefs.

Data Collection

The study was conducted at Evanston Township High School, Evanston, Illinois. The student sample in this study amount to 251 or 5 per cent of the student body. (Twenty-two per cent of the student body is black.) The student sample contained 180 white students and 71 black students. Male students in the sample totaled 95. Female students in the sample numbered 132. These students were members of classes which fifteen participating teachers selected as their most racially mixed groups.

The teacher group had seven blacks, of whom five were female, and eight whites, seven of whom were male.

The data collected from a three part questionnaire were:

1. Student demographic information.
2. Students' choice of desired teaching staff racial composition.
3. Students' choice between black and white teachers based on subscales of empathy, regard, unconditionality of regard, and congruence, taken from the Barrett-Lennard Interpersonal Relationship Scale.

Uncorrelated t-tests were used to analyze the first four hypotheses. The first two hypotheses were supported at the 0.05 level of probability. The third and fourth hypotheses were rejected at the 0.05 level of probability.

The fifth hypothesis was analyzed by the use of the Chi Square statistic. This analysis did support the hypothesis. It showed that black students considered race a factor in a teaching staff's racial composition, as 40.7 per cent of the black students wanted an integrated

staff and 10.2 per cent wanted an all black staff. White students (84.6 per cent) stated that race was not a factor.

Additional analyses were obtained by using uncorrelated t-tests of the perceptions of male, female, and white students toward their interpersonal relationships with their black and white teachers. Statistical significance of students' choices was based at the 0.05 level of probability.

1. White students' choice of black teachers in the subscales of regard, empathy, and congruence was statistically significant.
2. White students' choice of black teachers in the subscales of unconditionality of regard was not statistically significant.
3. Male students' choice of black teachers in the subscales of regard and empathy was statistically significant.
4. Male students' choice of black teachers in the subscales of unconditionality of regard and congruence was not statistically significant.
5. Female students' choice of black teachers in all four subscales was statistically significant.

Frequency tables were used to analyze the white students' choice of a desired racial composition of a teaching staff. Of the white students 84.6 per cent said race was not a factor.

Conclusions:

1. The race of a teacher is not as important as a teacher's interpersonal ability in the student-teacher relationship.
2. A teaching staff's racial composition is a concern to black students, but not white students.

Recommendations

1. School districts should undertake and maintain affirmative action personnel practices.
2. Teacher selection criteria should be focused on interpersonal competence.
3. Interpersonal and interracial competence should be goals for teacher preparation.

133. Bishop, Frank Alan. A Study of Selected Student Perceived Teacher Interpersonal Characteristics with Reference to Teacher Demographic Characteristics and the Academic Progress of Low Achieving Secondary Students. Northeast Louisiana University, 1972. 106p. Adviser: Dr. Merill S. Nicklas. 72-23,636.

The primary purposes of this study were to investigate (1) the relat onship between the teacher characteristics of empathy, congruence, and student regard and the academic progress of low achieving secondary students, (2) the relationship between the teacher characteristics of empathy, congruence, and student regard and selected teacher demographic characteristics, and (3) whether or not a relationship existed between race and the rating s of teachers by students when the students and teachers were of the same and opposite races. 177

This study was limited to 843 grouped, low achieving secondary students and their thirty-three teachers of the Morehouse Parish, Louisiana School System. Both the student and teacher groups were racially mixed and the teacher group consisted of both experienced and beginning teachers, male and female teachers, and teachers with and without prior training in the teaching of low achieving students.

Analytical data were secured through the following procedures:

1. Student achievement scores were obtained by pre- and post-testing with the Iowa Test of Educational Development.

2. The levels of teacher empathy, congruence, and student regard were obtained through student completion of the Barrett-Lennard Relationship Inventory.

3. The teacher demographic characteristics were obtained through the use of a questionnaire.

The teacher-characteristic student-achievement comparative groups were formed on the basis of the student ratings per characteristic. The two groups were those teachers with ratings above and below the total group mean with reference to a given characteristic. The corresponding student group consisted of those students taught by the teachers in the respective comparative group. The mean change in pre- and post-test scores of the students of the teachers in each comparative group per characteristic was tested for significant difference through the use of the t test.

The existence of a correlational relationship between each teacher characteristic and student achievement was investigated through the use of the Pearson product-moment procedure in which the mean rating per teacher and the mean achievement level change of his respective student group were the paired interval variables.

The relationship between the teacher interpersonal characteristics and demographic characteristics was investigated through the use of point biserial correlational procedures. The average interpersonal teacher characteristic rating grouped on a given demographic characteristic served as the continuous variable while the dichotomy was the demographic variable.

The relationship between the level of student rating on interpersonal characteristics with respect to the race of the student and teacher was also assessed by point biserial procedure. The mean level of student ratings of the teacher group with respect to the rating students' race per characteristic served as the dichotomous variable while the mean level of the teacher rating by race served as the continuous variable.

No significant difference was found to exist between student achievement score changes and the teacher groups rated above or below average as to a given interpersonal characteristic with respect to any of the characteristics investigated.

No significant correlational relationship was found but all coefficients were negative.

No significant relationship was found between the demographic characteristics and the interpersonal characteristics.

Positive significant relationships were found between the ratings of the white teachers by the white student with respect to empathy, congruence, and student regard and a positive significant relationship between black teachers and black students with respect to student regard was found.

134. Krupczak, William Paul. Relationships Among Student Self-Concept of Academic Ability, Teacher Perception of Student Academic Ability, and Student Achievement. University of Miami, 1972. 159p. Adviser: John J. Bibb. 72-31,913.

This investigation was designed to observe the relationships among student self-concept of academic ability, teacher perception of student academic ability, and student achievement. Student achievement was measured by calculating grade point average and observing scores on the Reading Comprehension and Arithmetic Concepts subtests of the Standford Achievement Tests. Student self-concept of academic ability was measured by a modified Brookover Self-Concept of Ability Scale as was teacher perception of student academic ability. Observations were made to determine the amount of achievement variance accounted for by student self-concept of academic ability, teacher perception of student academic ability, I.Q., and socio-economic status. The influence of the race of the teacher and the sex and race of the student was also under observation.

Two major limitations must be noted in this study. The sample was not randomized and student subjects had to have written parental permission to participate. Since no analysis of variance was made of the data, it is not possible to state with conviction whether or not the correlations are concomitant or causal.

The subjects included 520 sixth-grade students and 35 teachers from a district within the Dade County, Florida, Public School System. Multiple regression and correlational analyses were used to analyze the data and test the seven hypotheses for a composite group as well as for three groups: Black, White, and Spanish. Correlations among the independent variables were calculated for each group, and prediction equations were computed in a stepwise manner for the total group and for the three samples. Prediction equations were computed in a stepwise manner for the total group and for the three samples. Prediction equations were computed to determine which combination of independent variables best predicted levels of achievement.

Findings:

1. A statistically significant, positive correlation between student self-concept and achievement was observed, but it was noted that self-concept scores predicted grade point average best, reading scores next, and arithmetic scores third with Pearson product-moment correlations (r) ranging from .574 to .152.

2. Teacher perception scores were found to be a strong predictor of grade point average and a substantial predictor of scores on the Stanford Achievement Test (SAT), accounting for from 7% to 64% of the variance. For Black students teacher perception is the best predictor of achievement as measured by (1) grade point average, (2) reading scores on the SAT, and (3) arithmetic scores on the SAT.

3. Teacher perception of student academic ability was found to correlate with student self-concept of academic ability, with r's ranging from .456 to .631, with coefficients of determination between .208 and .398.

4. Regression equations were developed utilizing four predictors: I.Q., student self-concept of academic ability, and socio-economic status. These equations resulted in relatively large multiple linear regression correlations (R's). The R's ranged from .42 for arithmetic, through .58 for reading, to .79 for grade point average. Teacher perception of student academic ability was observed to be the most substantial contributor to the regression equations.

5. It was observed that teachers perceive girls as having more academic ability than boys, although there were no statistically significant differences between them as measured by an intelligence test.

6. It was noted that Black teachers consistently ranked all students higher than did White teachers, when Black-teacher and White-teacher perceptions of student ability were compared.

7. It was found that Black teachers ranked students on the ability dimension as follows: (1) Black, (2) Spanish, (3) White; White teachers ranked students: (1) White, (2) Spanish, (3) Black. Due to the magnitude of the discrepancy in the rankings of the three groups by Black teachers in pronounced favor of Black students, this observation helps to account for the earlier finding that for Black students teacher perception of student academic ability is the best predictor of achievement level.

Conclusions:

1. Self-perception and teacher-perception of student academic ability appear to be partially limiting factors in school achievement. The influences were found to hold for Black, White, and Spanish students as well as for Black and White teachers.

2. The Rosenthal Hypothesis that teacher expectations about a pupil's performance may develop into a self-fulfilling prophecy is supported by this study. In this study, student-reported self-concept of academic ability and teacher-perception of student academic ability were better predictors of grade point average than was a conventional intelligence test. These variables were found to relate to academic achievement and can be useful tools for predictive purposes.

Recommendations:

1. This study indicates a need for further research into the expectancy effects of teacher-perception on student achievement, but the multivariant experimental design should include a random sample to determine which variables and/or which interaction of

variables account for variations in the level of achievement. Procedures for validating teacher-perception of student academic ability should also be developed.

2. Further research needs to be conducted to clarify the observed correlations in this study to determine if they are concomitant or causal. Teacher perceptions that girls surpass boys in academic ability is also in need of clarification in conjunction with grade point average and/or achievement test data. Perhaps teacher perceptions are accurate rather than supporting the Rosenthal Hypothesis.

135. Laryea, Emmanuel Badu. Race, Self-Concept and Achievement Columbia University, 1972. 112p. 72-28,061.

Black and white students in the sixth grade were used in this investigation to study the relationship between academic self-concept (ASC) and achievement. The relationship between reflected academic self-concept (RASC) and the teacher's perception of the student's academic performance was also examined. The extent to which discrepancies between ASC and RASC affect the correlation between intelligence test scores and achievement was studied.

Academic self-concept (what the student thinks of himself in relation to schoolwork) was measured by means of a seven-point self-reporting instrument consisting of a number of "I" statements made up of words that sixth graders use to describe what they think of themselves in relation to their work. Filler items, i.e., items which relate to the student's perception of his temperament and attitudes toward others, were included in the ASC inventory to help the student respond freely and frankly. Reflected academic self-concept (what the student thinks his teacher thinks of him in relation to his work) was measured using the ASC inventory with appropriate modification. An index of the teacher's perception of the student was obtained from a five-point rating scale completed by the teacher; achievement was measured by the student's composite score obtained on a standardized arithmetic and reading test battery.

Data collected were analyzed separately by race and sex. Coefficient alphas computed for the ASC and RASC inventories ranged from .83 to .94. The results from principal components factor analyses provided evidence which established to some extent the construct validity of the ASC questionnaire. Of the four main hypotheses, two were supported by the data.

The first hypothesis, that there was a correlation between ASC and achievement, was supported by the data. No differences were found between the correlations for black and white boys. However, the correlation for white girls was greater than that for black girls and the difference between these correlations was significant at the .05 level.

The second hypothesis, that the correlation between teachers' perceptions of students' academic performance and RASC was lower for black students than for white students, was supported by the data.

The third hypothesis, that the correlation between intelligence test scores and achievement was lower for students with high discrepancies between ASC and RASC than for students with low discrepancies between the two self-concepts, was not substantially supported by the data.

The fourth hypothesis, that the combination of intelligence test scores and academic self-concept was a better predictor of achievement than either variable alone, was not supported by the data.

Examination of the results of the factor analyses seemed to indicate that black and white students emphasized different attributes in their self-perceptions relating to school. While students seemed to emphasize academic attributes, whereas black students appeared to emphasizenonacademic attributes.

The findings from the study provided evidence in support of self-concept theory for both black and white students.

Two questions raised by the findings are:

1. Does the race of the teacher affect the accuracy with which black and white students interpret his manner of perceiving them?

2. Can the difference in emphasis shown by black and white students in their self-perceptions relating to school be replicated with other sixth grader, and to what extent would this pattern apply to students in the upper grades?

It is suggested that the answers to these questions will have practical implications for teaching.

136. McDonald, Charles Thomas. The Influence of Pupil Liking of Teacher, Pupil Perception of Being Liked, and Perceived Pupil Socio-Economic-Status on Classroom Behavior. The University of Texas at Austin, 1972. 150p. Adviser: Dr. Frances F. Fuller. 73-7601.

The literature on interpersonal interaction posits a relationship between perception of other people and behaviors toward them. However, little research has been done which identifies ways in which this relationship operates in interpersonal situations. The present study investigated the influence of pupil and teacher perceptions on classroom behaviors. Specifically, pupils who liked the teacher or who felt the teacher liked them were hypothesized to be warmer toward the teacher. In the same way, teachers who were liked or who the pupils felt liked them were posited to be warmer. It was also expected that pupils who the teachers perceived as lower socio-economic-status (SES) would be more influenced by teacher's behaviors than middle SES pupils. On the other hand, lower SES

pupils were expected to show more affect in their behavior than middle SES pupils. Finally, it was posited that primary pupils (grades 1-3) would be generally warmer toward teachers than would intermediate pupils (grades 4-6).

These hypotheses were tested in the following manner. Fourteen student teachers enrolled in teacher preparation program in a large southwestern university and pupils in their homeroom classes were subjects for this study. Pupil liking of the teacher and pupil perception of being liked by the teacher (metaperception) were assessed by the Student Evaluation of Teacher, Form II, an instrument developed specifically for measuring pupil reactions to teachers. Pupil SES was assessed by teacher's ranking of pupils in the homeroom class. Target pupils were selected in each class according to the eight categories produced by combining characteristics of high/low liking of teacher, high/low metaperception, and middle/low SES. After selection of target pupils, classroom interactions were observed and coded using the Fuller Affective Interaction Record, 13. Sequences of classroom behavior for the total class and for teacher/target pupil interactions were summarized in a 3 x 3 matrix which classified warm, neutral, and cold behaviors in response to warm, neutral, and cold behaviors for both teachers and pupils. Three scores - warmth, affective similarity, and amount of affect in responding - were derived by weighting the cells of the matrix.

Analysis of the data provided support for one of the eight hypotheses. Pupils in primary grades were found to be warmer in responding to the teacher than pupils in intermediate grades. Pupils did not respond differently to the teacher on the basis of their perceptions of liking or being liked. Also, there were no differences in responses of teachers to lower and middle SES pupils or to pupils who liked or felt liked by the teacher.

However, it was found that pupils are generally more warm than teachers and that teachers are generally neutral. As pupils advance in school, they tend to become more neutral like the teacher. A special case of one classroom in which the student teacher engaged in individualized instruction with two target pupils pointed out that the one-to-one situation may provide more opportunities for effective interaction than the teacher-to-class situation.

In the classrooms studied, the link between internal experience and overt behavior was more tenuous than might be assumed. Further research is needed before accurate predictions about classroom behaviors which are based on pupil attitudes can be made. More investigation also needs to be done in three additional areas: 1) the difference between one-to-one teacher/pupil interaction and teacher-to-class interaction, 2) the influence of peers on pupil affective behavior in the classroom, and 3) the influence of teacher experience on teacher affective classroom behavior.

137. Sanchez, Richard Monarrez. Verbal Interaction Patterns, Student Opinions, and Teacher Perceptions in Classrooms with Mexican-American Student Enrollment. Western Michigan University, 1972. 173p.73-9749.

The primary purpose of this study was to investigate classroom verbal interaction patterns, student opinions, and teacher perceptions in classrooms with Mexican-American student enrollment. A secondary purpose of the study ascertained if there was a relation between classroom verbal interaction patterns and response patterns of student sociometric choices. In addition, this investigation determined if there was a relation between classroom verbal interaction patterns of male and female students.

The sample used consisted of six teachers and 175 student subjects representing the fifth, eighth, and tenth grade levels in a midwest school system. Of the 175 student subjects, 31 were Mexican-American and 144 were Anglo students.

Data on verbal interaction patterns were gathered using an extended version of the Behavior Classification System developed by Coats(1971) similar to the system used by Flanders (1964). Using selected classroom verbal interaction variables and a student opinion and sociometric questionnaire, data were gathered pertinent to the objectives of the study.

The criterion measures used to gather data on student opinion and teacher perception were the Elementary and Secondary Student Opinion Questionnaires developed by Coats (1971). Classroom sociometric data were garnered by using a questionnaire developed by the researcher for each grade level investigated.

In order to carry out the objectives of the study, five major hypotheses and several constituent subhypotheses were investigated relative to the objectives inherent within the study.

Data were subjected to either a one way analysis of variance, t-test of student means, t-test of proportion, or Pearson's correlation coefficient. Analysis of data yielded the following results:

1. With the exception of sustained student questioning at the elementary level, no relation was found between selected verbal interaction variables and the elementary, junior, and senior high levels.
2. Differences were not found between Mexican-American and Anglo student verbal interaction patterns at the elementary and junior high levels. Differences were found at the senior high level.
3. Student opinion between Mexican-American and Anglo students failed to reveal differences between the elementary and senior high levels in relation to the three measures of student opinion. At the junior high level, there was a difference in student opinion toward each other, but no difference in student opinion toward the teacher and school milieu.

4. No relation was revealed between Mexican-American student opinion toward the teacher, the school environment, and each other and the three levels investigated.

5. Teacher perception of student opinion toward the teacher and school environment was assessed as accurate, while teacher perception of student opinion toward each other was considered as inaccurate assessment.

6. No relation was found between classroom verbal interaction patterns and verbal response patterns of student sociometric choices at each of the three levels investigated.

7. Male students responded more to teacher questioning and engaged in more student initiated response patterns than did female students.

8. At the elementary level, Mexican-American female students responded more to teacher questioning and engaged in more student initiated response patterns than did Mexican-American male students, at the junior high level. Mexican-American male students responded more. At the senior high level, there was no difference between Mexican-American male and female student response patterns.

Theoretical constructs in the literature have purported that Mexican-American students are more negative toward the school milieu than their Anglo counterparts. In addition, the same literature has indicated Mexican-American students, for the most part, are inarticulate, withdrawn, and passive. Findings in this study have not supported these theoretical constructs relative to Mexican-American students in the midwest.

138. Tyo, Alexina M. A Comparison of the Verbal Behaviors of Teachers in Interaction with Students They Perceived as Migrant and Non-Migrant. Syracuse University, 1972. 122p. 73-9572.

The purpose of this study was to compare the verbal behaviors of teachers in interaction with migrant and non-migrant pupils in the same classroom. The assumption that teachers do not interact with migrants and non-migrants in the same ways was the basis from which the following questions were explored: 1. Are there significant differences concerning the teachers' behaviors between the verbal interactions with migrant and non-migrant students? 2. Are there significant differences concerning the defined positive teacher behaviors between the verbal interactions with migrant and non-migrant students? 3. Are there significant differences concerning the defined neutral teacher behaviors between the verbal interactions with migrant and non-migrant students? 4. Are there significant differences concerning the defined negative teacher behaviors between the verbal interactions with migrant and non-migrant students?

For the purposes of this study, the defined positive teacher behaviors were the verbal interactions which fell within Flanders categories 1, 2, and 3. The defined neutral behaviors were considered those verbal interactions falling within categories 4 and 5. The defined negative behaviors were those verbal interactions included in categories 6 and 7.

These questions led to the formulation of the following hypotheses:

$H_1$ Teachers do not interact with students perceived as migrant and non-migrant in the same ways.

$H_2$ Teachers have more positive interactions with students perceived as non-migrant than with students perceived as migrant.

$H_3$ Teachers have more neutral interactions with students perceived as non-migrant than with students perceived as migrant.

$H_4$ Teachers' verbal interactions towards children perceived as migrant are more negative than towards children perceived as non-migrant.

The data for the study were collected in two schools in New York State during summer school sessions. Fifteen teachers, having both migrant and non-migrant pupils in the same classroom, were observed during a one hundred and fifty minute period. Two hundred and sixty-one pupils, of whom one hundred and one were migrants and one hundred and sisty non-migrants, took part in the study. A modification of the Flanders System of Interaction Analysis was used to collect the observational data. Following the completion of this operation, the teachers were asked to identify the migrant students. Chi Square procedures were used for the statistical analyses relevant to the hypotheses.

The data regarding the total teacher verbal behaviors tended to indicate that in this study the migrant pupils received significantly fewer interactions than the non-migrant pupils.

The data relevant to the teacher positive verbal behaviors suggested that the migrant pupils received significantly fewer of the teacher interactions in this category.

The data concerning the teachers' neutral verbal behaviors yielded significantly fewer interactions with migrant pupils than non-migrant pupils.

The data regarding the teachers' negative verbal behaviors tended to show no significant differences between the interactions with migrant and non-migrant pupils.

The teaching styles of the teachers in the study were compared using the Flanders I/D, i/d ratios. It was found that the seven teachers who were considered more direct than indirect also had comparatively more verbal interactions with non-migrant than migrant pupils.

In summary, then, this study suggests that when migrant and non-migrant pupils are in the same classroom, the migrant pupils receive relatively fewer positive verbal interactions, relatively fewer neutral interactions, and approximately equal negative teacher verbal interactions.

## Students' Preferences for Teachers

139. Ornstein, Allan C. Selected Teacher Behaviors Rated As Desirable by Ninth-Grade Disadvantaged Students and Ninth-Grade Teachers of the Disadvantaged. New York University, 1971. 264p. Adviser: Professor Virgil A. Clift. 71-24,827.

For purposes of helping to identify and improve our understanding of an effective teacher for the disadvantaged, the investigator attempted to determine the extent to which urban ninth-grade disadvantaged students and ninth-grade teachers of the disadvantaged agreed in their rating of desirability of selected teacher behavior attributes.

A teacher behavior attribute was defined as a personality characteristic used to define an act related to teaching, which could be observed, described, and measured, and was considered important to influence the teaching-learning process.

A cluster of relatively homogeneous teacher behavior practices (TBPs), or items, consitituted a specific TBA. The TBAs were catagorized into four exclusive categories: Affective, Cognitive, Controlling, and Stable.

Attitudes, beliefs, and expectations of teachers of the disadvantaged were reviewed and evaluated. Attention was also focused on behaviors of such teachers within the four aforementioned teacher behavior categories.

The theoretical nature of teacher behavior research was examined: involving methods for systematizing (model systems, instructional processes, and teacher behavior characteristic) and measuring (observations, student behavior and achievement, tests based on recall, and personality tests) teacher behavior research.

Two instruments were used in the study. First, the investigator developed a teacher behavior inventory (TBI), to determine the extent of agreement in the students' and teachers' rating of the teacher behaviors. Thirteen judges helped establish content validity for the entire inventory and each TBA. Second, the investigator administered the Gordon Personal Profile (FPP) to explore the various relations between the subjects' rating on the TBI and their scores on the GPP. Four personality traits were measured by the GPP: Ascendancy, Emotional Stability, Responsibility, and Sociability.

A triserial r was used to find the correlation coefficients between the individual TBPs (items) and the TBAs under which they were classified by the judges. A minimum item correlation of .30 was considered as an acceptable criterion for each TBP. Using the acceptable items, a test-retest was used to find the reliability coefficients and standard errors of measurement. All TBA relaibilities were .65 or higher; the total test reliability was .79. Standard errors for each TBA were between 1.81 and 3.04; the TBI standard error was 6.17. Split-half relaibilities for the GPP were .82 or higher and standard errors of measurement were in the range of 1.92 and 2.48. The number of subjects were 44 for the TBI tests and 53 for the GPP test.

Three schools were used in the study. As many as 101 students and 50 teachers completed both inventories. The students had reading scores of

6.5 or higher.

The Spearman Rank Order Correlation showed there was a significant (.01) relationship between the students' and teachers' rating of TBPs for the total inventory and for the TBAs for Affective, Controlling, and Stable.

A Two-Way Analysis of Variance with repeated measurements showed there was a significant difference between students' and teachers' rating of the TBA for Affective; it also showed the TBAs and Groups by TBAs interaction was significant at the .01 level.

The Newman-Keuls procedure was used to compare differences among the ordered set of scores. The scores of the TBA for Controlling was significantly lower than any of the other TBAs. For students, all of the comparisons were significant except TBAs Cognitive and Controlling and TBAs Stable and Affective. For the teacher group, all comparisons were significant except between the TBAs Controlling and Affective.

Pearson Product Moment Correlations showed that the TBA for Affective and GPP for Sociability, and the TBA for Stable and GPP for Ascendancy, were significant (.05) for students. For teachers, a significant correlation (.05) was limited to one comparison: the TBA for Affective and GPP for Sociability.

The findings did not indicate what ought to be, nor did they indicate what is the most desirable teacher behavior; they indicate what students and teachers report as to what they consider as desirable. The data may be used in setting goals for general teacher behavior patterns. Also, the data should be viewed in context with other studies in the field.

Recommendations:

The investigator listed five guidelines related to modifying the TBI, as well as twenty-six guidelines for improving teacher behavior research.

140. Gaman, Vivian Clarke. The Effects of the Ethnicity and Sex of Task Administrators Upon Black Adolescents' Visual Tracking Performance. Yeshiva University, 1972. 150p. 72-23,569.

The primary purpose of this study was to examine the effects of the ethnicity and sex of task administrators upon the visual tracking performance of black adolescents. It was suggested that earlier studies indicating that black children prefer whites to members of their own race may be no longer valid in light of today's thrust of black activists to reorder the self-image of blacks along more positive lines. A secondary purpose of the study was to determine whether the differential performance of black male and black female subjects could be attributed to the influence of the matriarchal family structure common in black lower class homes, as some researchers have suggested.

The subjects in the study were one hundred sixty black adolescents, evenly divided between the sexes, who were randomly selected from the

entire universe of black seventh and eighth grade students in an inner city junior high school. Four automated task administrators-two black male and female and two white male and female-were designed on the basis of data obtained from a pilot study using a similar student sample. Each task administrator administered the Michigan Visual Tracking program, a visual-motor coordination task common in reading programs, to forty subjects.

Three main effects (ethnicity and sex of task administrator and sex of subjects) and first and second order interaction were analyzed through the use of a three-way analysis of variance. Three hypotheses were analyzed through the use of the test.

The results tended to support the first hypothesis, i.e., that blacks tested by black task administrators would perform on a significantly higher level than those tested by white task administrators. The second hypothesis, that black girls would perform better with a black female task administrator than with a black male task administrator, was not upheld; in fact, the findings were highly significant in the opposite direction to that predicted. The third hypothesis, that black boys would perform better with a black male task administrator than with a black female task administrator, was borne out. The findings of these two hypotheses are in dissonance with existing beliefs that (1) black girls' academic performance can be attributed to their preferential treatment by female head of household and that (2) lowered academic performance of black boys can be attributed to an "overidentification" with female head of household.

All three main effects were significant beyond the predicted .05 level. However, main effect B, sex of task administrator, reached the highest level of significance. (.0007). First and second order interactions were not significant.

On the basis of these findings it was concluded that while ethnicity of task administrator was an important factor, sex of task administrator had the greatest effect upon the subjects' performance.

141. Hathaway, Joseph David. Interpersonal Relationships Between Minority Students and Teachers. University of Northern Colorado, 1972. 163p. 73-276.

The major purpose of this study was to investigate the responses of Anglo, Mexican-American, and Negro students to determine if there was a difference in their perceptions of interpersonal relationships between themselves and favorite teachers. This study also determined whether a relationship existed between interpersonal relationships and such variables as student age, sex of the student, age of the favorite teacher, and sex of the favorite teacher.

The population utilized for this study were fulltime students of Pueblo School District 60's Central High School in Pueblo, Colorado.

There were 210 members of both sexes attending grades ten, eleven, and twelve randomly selected from the student population.

The instrument used in this study was the Barrett-Lennard Relationship Inventory designed by G.T. Barrett-Lennard. The instrument, as adapted for this study, contained five parts--the first four parts dealt with four dimensions of interpersonal relationships, while the fifth part collected personal data.

Each inventory was analyzed separately to determine theethnic background of each respondent. Relationships were determined by utilizing the Chi Square test of independence at the .05 level of significance. Further analysis was made by the writer to determine common characteristics.

The major findings of this study were: 1. There is a definite similarity in the perceptions of all three ethnic groups regarding the behaviors of interpersonal relationship that were exhibited or avoided by favorite teachers. 2. Student age and sex and the age and sex of the favorite teacher had little affect on the perceptions of the students regarding the behaviors exhibited or avoided by favorite teachers. 3. Where differences of perception did occur the differences were generally differences of degree and not differences of kind.

The following inferences were derived from the findings of this study:

1. Ethnic background has little affect on those characteristics regarded as desirable, and also regardless of ethnic background human needs of people in terms of interpersonal relationships are essentially the same.

2. Anglos are more secure and definite in their relationships with teachers than are Mexican-Americans and Negroes. Further, teachers, as well as students, could have psychological barriers (prejudices) that cause less intense relationships to develop.

3. Regardless of the student's age or sex, the psychological desires and needs for psychologically rewarding interpersonal relationships are of equal importance to male and female students.

4. Students desire and need those kinds of relationships that allow them to relate with their teachers and are willing to develop such relationships with any teacher regardless of the teacher's age or sex.

In addition to the primary inferences, several concomitant inferences were made:

5. Programs based on surmised differences between ethnic groups in regard to student-teacher relationships would have little justification for continuance.

6. The act of busing minority students simply to provide them with teachers that are more apt to better relate with minorities has little justification if the nonbused are left with teachers who cannot develop desirable interpersonal relationships.

7. Based on student perceptions of behavior of young teachers students are looking for teachers they can respect and not for teachers who are "buddies."

8. The present attitudes of advocating minority teachers for minority students is unjustified if based on the assumption that only minority teachers can develop desirable interpersonal relationships between themselves and minority students.

9. Lines of communication should be developed and in-service programs provided so teachers can learn how to develop the kinds of behaviors that lead to interpersonal relationships between students and teachers that are desirable for both.

10. Local school boards, administrators, and teachers would do well to concentrate on the development of teacher-student relationships, rather than just development of programs and facilities and the acquisition of supplies and materials, in their quest to educate minorities.

11. In the process of hiring teachers for minorities more emphasis should be placed on the teacher's ability to develop desirable interpersonal relationships with students and less on the teacher's age and sex.

12. One of the major recommendations growing out of this study is that teacher preparation programs should be designed to develop in prospective teachers those characteristics which this study reveals to be especially important from the student's perspective: respect for students as persons, patience with students, recognition of the sensitivity of students, and honesty and openness with students. Similarily, teacher preparation programs should encourage prospective teachers to avoid those behaviors which students see as important (in a negative sense) interpersonal relationships: not liking students for their own worth, disapproving of students, not caring what happens to students, treating students as dull and uninteresting, playing roles or games with students, and being disturbed when students raise questions.

142. Erman, Richard Saltiel. Elementary Children's Preferences for Ethnicity and Sex of Teachers. University of Southern California, 1973. 141p. Adviser: Professor Brackenbury. 73-14,403.

The purpose of this study was to explore the preferences of black, chicano and white elementary school children of both sexes for friendly and unfriendly black, chicano and white teachers of both sexes and to examine the changes in attitudes toward teachers at different grade levels.

This descriptive study used a semi-projective measure adapted from an existing test to assess subjects' preferences. More than 900 children in grades two, four, and six of large urban school districts in the Los Angeles area were given a social distance test wherein they placed decals representing themselves on each of several pages containing a picture of a teacher representing a particular ethnic, sex, and

personality combination. The mean distances between the subjects and the target figures (teachers) formed the basic data.

The literature suggests that children have tendencies toward own-ethnicity preferences, definite preferences for friendly personalities, a sex differential (with boys showing stronger negative attitudes than girls), and a marked increase in negative attitudes toward school as grade level increases. There are also indications of strongest own-ethnicity preferences among whites and greater distances from teachers among middle class whites than among lower class blacks and whites. Little research has been done on the feelings, attitudes, and preferences of elementary children. There have been some studies on the attitudes of black and white children but practically none on the attitudes of chicano children.

Data obtained in this study revealed that student subpopulations based on sex or ethnicity placed themselves closest to teachers of their own group. However, when groups were broken down by sex and ethnicity many of the ethnic differences were diminised. There was a clear preference for friendly teachers of any sex or ethnicity over any unfriendly teacher. Unfriendly teachers generated smaller differences than did friendly teachers, and female teachers created larger differences than male teachers.

Blacks showed the strongest ethnic preferences, chicanos the least. There were relatively small differences in placements by any ethnic group to friendly white teachers. Distances from teachers increased with grade level but were minimized when each ethnic group was tested with its owngroup friendly teachers. Females generally placed themselves closer to teachers than males, and blacks and chicanos tended to be closer to teachers than whites. There were definite own-sex preferences for teachers.

Conclusions: Children typical of the subjects studied herein prefer a friendly teacher of any sex or ethnicity to an unfriendly one. Each ethnic group prefers teachers of its own ethnicity, but blacks and chicanos apparently prefer white teachers as much as whites do. Children prefer teachers of their own sex, and girls are closer to teachers than boys. Sex is a very strong component of preferences for teachers and in most cases overrides the ethnic factor. Chicanos and whites prefer a teacher of their own sex, regardless of ethnicity, at least as much as they prefer teachers of the opposite sex of their own ethnicity. Black females prefer other ethnicity female teachers as much as they prefer black male teachers. The interaction between sex and ethnicity precludes gross generalizations about sex or ethnic preferences and suggests caution and specificity when considering these factors.

The greater distances from teachers as grade level increases may be due to psychosocial development and/or adult identification and modeling factors.

Recommendations: Men should be recruited, trained and placed in elementary schools. School staff should be integrated by sex and ethnicity. Changes in children's preferences and attitudes as grade level increases should be given further study.

## Teacher Education

143. Haas, V. June. A Study of Primary Teachers Concerning Attitudes Toward Teaching Disadvantaged Children and Opinions About Future Teacher Training Programs. University of Northern Colorado, 1970. 136p. 71-4181.

The purpose of this study was to determine the attitudes of the kindergarten, first and second grade teachers of disadvantaged children in the Denver Public Schools toward teaching disadvantaged children and to determine their opinions about future teacher training programs for teachers of disadvantaged children.

An opinion questionnaire was utilized in data gathering. The items in the questionnaire were selected from the most frequently occurring concepts stated as teacher needs for effective teaching of disadvantaged children by five or more writers of recent books dealing with teaching disadvantaged children.

The questionnaires were distributed to the 332 primary teachers in the thirty-six elementary schools in Denver designated as "target area," or "disadvantaged" schools eligible for federal funds under the provisions of Title I of the Elementary and Secondary Education Act of 1965. The questionnaires were scored by computer and the results were expressed as percentages of the total for each category.

Two hundred ninety-five, 89 percent, of the questionnaires were returned. Thirty-seven percent of those responding were probationary teachers in their first, second or third year of teaching experience.

The results of the study indicated that a wide gap exists in the orientation and teacher-training programs for teachers who are assigned to disadvantaged area schools in the city of Denver. The majority of those surveyed rated their preparation as inadequate for their teaching assignment.

The respondents showed a high degree of agreement with the authors surveyed in regard to the attitudes needed for effective teaching of disadvantaged children. They believed it is the school's responsibility to provide these children with the necessary basic skills for learning, and that teachers need to be more adequately prepared to effectively accomplish this task both on the pre-service and in-service levels. They believed that teacher-training institutions should place more emphasis on the proper preparation of primary teachers for assignments in disadvantaged area schools. More adequate assistance is also needed in the schools to help teachers provide successful and satisfying learning experiences for disadvantaged children.

Compensation in the form of additional pay was not the major concern of the teachers surveyed. Smaller class size, and assistance in the form of additional teaching materials, paid in-service,

specialist resource personnel working directly within the classroom, and similar extras were more important than additional pay for the majority of teachers.

The responses indicated that anglo teachers believed that they could provide effective learning experiences for minority group children, and that the teacher's attitude and preparation were more important factors than her ethnic or socio-economic background. However, they did believe that they would benefit from courses in the cultural background of the children they taught; theories of learning; techniques for gaining classroom rapport and maintaining good discipline; and similar learning situations. They did not believe that teachers should be either expected or required to make home visits in the areas in which they teach.

Recommendations: As a result of the opinions of the respondents about future teacher-training programs, as expressed on the questionnaire, the following recommendations were made. It was recommended that:

1. teacher preparation programs specifically include courses designed to prepare all graduates for the possibility of assignment to a disadvantaged area school.
2. teacher preparation programs specifically include the following areas of emphasis:
   - early childhood education
   - beginning reading techniques
   - developing a positive self-image
   - motivating disadvantaged children
   - techniques of developing language
   - providing success-oriented experiences
   - techniques of maintaining good discipline
   - urban sociology dealing with life styles of disadvantaged groups
   - psychology dealing with learning styles and teaching styles
3. the Denver Public Schools establish cooperative programs with the local colleges to prepare teachers for successful experiences in teaching disadvantaged children. Liaison personnel, who actually work in the classrooms, should work closely with college personnel in determining needs and setting up programs to meet the instructional needs of teachers in disadvantaged area schools.
4. the Denver Public Schools re-evaluate their in-service offerings to meet the needs of the primary teachers who teach disadvantaged children.
5. the Denver Public Schools re-evaluate their outside-of-the-classroom assistance programs such as counseling and guidance services, diagnostic centers, after-school study halls, and similar programs in the disadvantaged area schools, to determine whether or not the funds for these might be better spent on reducing class size; relevant in-service classes, additional coordinator help, and similar provisions to provide more direct assistance to teachers within the classroom situation.

144. Bean, Eliot David. An Attempt to Modify Prejudicial Attitudes Toward Blacks in Prospective Teachers by Use of Simulation Games. University of Southern California, 1972. 146p.
Adviser: Professor Metfessel. 72-25,997.

Problem. The basic objective of this study was to develop a curriculum of games oriented towards attitude modification. Much of the behavior of whites towards blacks seems to carry implications of which whites have little awareness. In essence, the study investigated whether feedback about interracial behavior modified the underlying attitudes. The study took white teacher trainees and placed them in interactive situations with blacks. Feedback occurred through group examination of the preceding interaction experience.

Procedure. The games were designed to foster specific kinds of racial interactions. After the game ended, a facilitator led the white teacher trainees in a discussion of what occurred.

Two instruments to measure participants attitudes towards blacks were constructed. The Community Attitude Questionnaire (CAQ) was a multiple choice paper and pencil instrument. Each item contained a critical situation involving a black followed by alternative responses. The Behavior Rating Scale (BRS) was an instrument that allowed tallying by trained raters of prejudice symptoms. The tallying was done from behind a one way screen while the participants engaged in interracial discussion concerning a predetermined educational problem.

The basic design of the study involved the following time plan:

| | | | | |
|---|---|---|---|---|
| Experimental Subjects | Pretest | Treatment Games | Posttest | Post-posttest |
| Control Subjects | Pretest | Control Activities | Posttest | Post-posttest |
| Time | Three days | Six weeks | Three days | Four weeks |

The intent in Game One was to develop feelings of prejudice by building an "in group" and an "out group" situation. Game Two was a competitive economic game in which black and white groups interacted. Game Three involved cooperation in a task while being directed by a black male authority. It was designed to allow the experience of whites' feelings towards black men. Game Four involved an interaction with black female church members. In Game Five, white played out a role play interaction with members of a militant black women's group.

Findings. All null hypotheses failed to be rejected. There was no evidence that the simulation games lowered the Community Attitude Questionnaire scores. Also, there was no evidence that the simulation games lowered the Behavior Rating Scale scores.

Conclusions. The results may be explainable by four alternative rationales. The most obvious is that simulation games as developed in this study do not affect prejudice. A second alternative is that the measuring devices were not sensitive to the change. A third alternative was that the changes were of such a nature that they would only occur over a long period of time. A fourth alternative was that the

existence of a black professor teaching the class acted as a variable that masked the effect of the games.

Recommendations. The study should be replicated with additional controls over extraneous variables. This should include further validity information on the measuring instruments, especially data showing instrument sensitivity to variable change.

145. Boyce, Elizabeth Robinson. An Exploratory Study of Two In-Service Training Programs for Twenty Teachers on Race and Poverty in the Inner City. Boston University School of Education, 1972. 293p. Adviser: Stuart A. Marshall. 72-25,414.

This study was addressed to the question, "Can change be brought about in teachers' attitudes and their students' attitudes toward racial difference and economic deprivation after the teachers have been exposed to in-service training programs?"

Study purposes were to determine which of two in-service programs would train teachers to bring about greater attitudinal changes in their students in regard to racial differences and conditions of economic deprivation.

The study design provided for ten teachers to live in the ghetto for five days and ten teachers in a classroom setting, to study about racial difference and poverty as it existed in the local community. Members of the latter group were exposed to some group dynamics training.

The second week of the workshop, both groups of teachers, working separately, developed units to be taught to their social studies students. These units were studied by curriculum specialists to determine if there was any discernible difference in their content or structure.

All teacher participants were administered, in a pre-test, post-test design, with twelve months' lapse in testing, the Bogardus Social Distance Scale and two Data Collection Schedules constructed by local agencies specifically for the project. The purpose of this model was to determine if any change in attitude, either positive or negative, had occurred. A Participants' Questionnaire and the Rokeach Dogmatism Form E was also administered.

Sixteen teachers taught their social studies students, a population of 537, a month long unit entitled Race and Poverty in the Inner City. Teachers were asked to administer to their students in a pre-test, post-test design three questions, What is a City, What is Poverty? and Who is a Negro? A ten percent sample of students' pre and post-test replies was selected randomly and coded. Two professors and one teacher served as judges to identify the pre and post-test answers.

Hypotheses

a. That there will be a change of attitude toward race and poverty among students and teachers in both groups.

b. That there will be a greater change in attitudes toward race and poverty in students taught by teachers who lived in the ghetto during their in-service training than in those students taught by teachers who had the classroom experience.
c. That there will be a greater change in attitudes toward race and poverty expressed by teachers who lived in the ghetto during their in-service training than those who had the classroom experience.
d. That there will be no discernible difference in the content or construction of the units developed by the two in-service workshops.

Summary of Findings and Conclusions

None of the hypotheses was supported.

There was no definitive change of attitude toward race and poverty among students or teachers in either workshop group.

There was no greater change in attitude toward race and poverty among students of teachers whose in-service workshop took place in the ghetto.

No definitive change in teachers' attitude towards race and poverty occurred in teachers who lived in the ghetto during their in-service training.

There was a recognizable difference in quality of composition, content and suggested process between the units designed by members of the two workshops. The units constructed by the classroom group were judged to be of superior quality.

Teachers' Rokeach Dogmatism Scale scores indicated that a teacher's degree of domatism was not necessarily related to his ability to change students' attitudes in the classroom.

The curriculum developed by the classroom workshop group was judged superior in content and construction. Therefore, it was determined that on-site experience does not necessarily provide teachers with the skill to develop more effective curriculum.

In the affective domain, there was some indication that the group dynamics experience influenced the classroom group teachers and the on-site experience influenced the life-in group teachers.

In view of existing social tensions the findings of this study are worthy of consideration.

146. Diulus, Frank Peter. Design, Use, Evaluation, and Implications for Educational Theory of a Role Play Simulation Game of the Urban School in Crisis. University of Pittsburgh, 1972. 187p. 73-13,173.

The relationships among the design of a role play simulation game, action research, and educational theory function as a framework to identify and analyze elements of learning involved in role play simulation games. This theoretical analysis grew out of a design, use in teacher education, and action research on a role play simulation game of many of the problems and issues of the urban school and community.

Evaluation of two groups' playing of the role play simulation game indicates that students experienced dynamic processes of a typical urban school and community and they practiced behaviors in a safe context. Action research demonstrates that students clarified attitudes toward self, others, the teaching profession, and issues in school and society. There is also evidence of significant skill development in interpersonal communication, negotiation, decision making, and problem solving. The action research suggested several critical areas for theoretical analysis.

Role play simulation games consist of a discovery method of teaching providing student-directed inquiry into and behavioral experiences of operational models of real world systems. This method unites thought, feeling, and action in a learner's transaction with an environment. Active involvement and manipulation of simulated variables produces instant feedback, leading to reflection and the reconstruction of one's experience. Role play simulation games are intrisically motivating because of several characteristics of this teaching method, including active involvement, direct control over the element of play, the goal orientation of games, competition, communication, and peer learning. This instructional method can promote significant self-study of attitudes, internalization of social roles, growth in self concept, skill development in interpersonal communication, and sensitivity to the emotional controls of behavior.

147. Fitch, Ronald Jack. Attitudinal Changes Toward Pupils and Teaching, Pupil Control and Human Nature by Student Teachers Located in Title I Elementary Schools. Oklahoma State University, 1972. 85p. 73-15,108.

SCOPE AND METHOD OF STUDY: The objectives of this study were: (1) to determine if significant differences would occur during the student teaching experience between Title I and Non-Tile I student teachers in respect to their attitudes toward pupils and teaching, their pupil control ideology, and their views of human nature.

(2) to determine if significant differences would occur between the pretest and posttest scores of Title I student teachers in regard to their attitudes toward pupils and teaching, their pupil control ideology and their views of human nature. The data were gathered from one hundred thirty female elementary student teachers. The Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and Philosophies of Human Nature Scale were employed to measure the attitudinal changes utilizing a pretest posttest design.

FINDINGS AND CONCLUSIONS: It was hypothesized that after the student teaching experience, student teachers in Title I project elementary schools will possess significantly more negative

attitudes toward pupils and teaching, will be significantly more custodial in pupil control ideology, and will possess significantly more unfavorable views of human nature than student teachers in elementary schools which are not Title I schools. The independent t test was utilized to determine if a significant difference occurred between the Title I and Non-Title I student teachers. No significant difference was found on the posttests for the two groups of student teachers. Additional hypotheses involved a comparison between the pretests and posttests of the Title I student teachers on the three instruments of analysis. The correlated t test was employed in the comparison between the pretests and posttests. There was a significant difference between the pretest and posttest of Title I student teachers in respect to their attitudes toward pupils and teaching. No significant difference was found between the pretest and posttest of the Title I student teachers concerning their pupil control ideology and views of human nature.

148. Long, Ruth Ann Taylor. Perceptions and Attitudes of Teacher Candidates Regarding the Disadvantaged: An Empirical Basis for a Teacher Education Program. Indiana University, 1972. 192p. Adviser: Dr. Maurice A. McGlasson. 73-10,845.

Environmentally disadvantaged persons are those who experience atypical deprivation in the social, economic, political, psychological, or cultural spheres of life due to race, birth, familial upbringing, or formal education. Knowledge of the perceptions and attitudes of teacher candidates regarding the disadvantaged may be helpful both in order to plan effective programs and in order to evaluate proposed and existing programs which are designed for teachers of the disadvantaged.

This research investigates the factors influencing teacher candidates' views of the disadvantaged student. A sample of 600 teacher candidates, enrolled in the introductory undergraduate education course during the winter of 1970-71 at Southern Illinois University, Carbonadale, Illinois, and Indiana University, Bloomington, Indiana, were administered a questionnaire measuring their attitudes toward and perceptions of the disadvantaged.

This questionnaire is composed of 14 independent variables which provide demographic information. The 21 dependent scales and indices measure the following: economic equality, political conservatism, dogmatism, socially responsible personality, political liberalism, tolerance of poverty, inevitability of poverty, responsibility for poverty, perceived disadvantaged student, perceived student difference scale, disadvantaged activism, poverty information, disadvantaged discrimination, life success, poverty elimination responsibility, poverty elemination efficacy, suggested poverty alleviation, influence on disadvantaged

children, perceived poverty, perceived typical student, and a perceived typical disadvantaged student index.

A teacher candidate's political ideology is the most significant variable in determining his attitudes toward the environmentally disadvantaged. Teacher candidates who perceive themselves as ideologically liberal respond much more favorably to the disadvantaged and to poverty than do teacher candidates who classify themselves as ideologically moderate or conservative. The teacher candidates who are ideologically liberal have the following demographic characteristics: they are nonwhite males who are seeking secondary certification. Their grade point averages are not high; they come from urban home communities; they are dissatisfied with the teacher education program.

The assumption is that the teacher candidates whose scores on the dependent scales and indices indicate that they are favorable to the disadvantaged make better teachers of the disadvantaged. If this assumption is accepted, then the teacher candidates who perceive themselves as ideologically liberal may be the most successful teachers of the environmentally disadvantaged.

In order for the programs which are designed for teachers of the disadvantaged to effect change in the candidates' attitudes, a change must occur either in the organization of their beliefs about the disadvantaged or in the content of their beliefs about the disadvantaged. Ideological attitudes are difficult to change. Teacher education programs which are consciously designed to change the attitudes of teacher candidates regarding the disadvantaged may find it difficult to implement attitudinal change in the candidates.

Programs which propose to change attitudes may have a false premise. Rather than expecting change after an individual enters a teacher education program, it may be that the change should come in the procedures of admittance of candidates to the program. The implication of the recommendation is that teachers who are ideologically liberal work best with students who are environmentally disadvantaged.

149. Terry, DeWayne. Orientation and Inservice Education for Teachers of Mexican American Pupils. University of California, Los Angeles, 1972. 245p. Adviser: Professor Clarence Fielstra. 73-10,487.

This study was designed to identify the most effective teachers' and the least effective teachers' perceptions of the extent and value of orientation and inservice education programs for teachers of Mexican American pupils, and to make comparisons of responses from these two groups of teachers; to derive from the most effective teachers some practical suggestions and ideas for inservice education programs specifically designed for teachers of Mexican American pupils; and

to make recommendations for improved inservice education programs, teaching methods, and interpersonal styles of the teachers of Mexican American pupils.

Responses were elicited from sixteen most effective teachers and sixteen least effective teachers of Mexican American pupils in the first six grades of the Garden Grove Unified School District (California). The data were gathered by means of (1) a teacher survey questionnaire, and (2) interviews held with selected teachers of Mexican American pupils. The questionnaire was designed to elicit teachers' perceptions of (1) the nature and scope of inservice education programs; (2) the value of different aspects of such programs in terms of effectiveness and ineffectiveness in teaching Mexican American pupils; (3) needs of additional inservice education; (4) preferred teaching method; and (5) preferred interpersonal styles of teaching Mexican American pupils.

The majority of the respondents said they felt a need for improved and expanded orientation and inservice education programs for teachers of Mexican American pupils. Help in the following was reported by the most effective teachers to have high inservice education value: (1) diagnosing students' needs, and (2) understanding of Mexican American culture and how to make positive use of cultural differences. Of sixteen methods of inservice education listed, the most effective teacher respondents placed highest value on (1) having seminars with specialists (counselors, reading specialists, psychologists, consultants), and (2) working on instructional problems with other teachers of Mexcian American pupils.

It was found that within the framework of teacher role expectations as defined by the "Teacher Role Preference Inventory" the overall results of this study rejected the hypothesis that most effective teachers and least effective teachers of Mexican American pupils differ significantly from one another in their preferences for educational methods and interpersonal styles.

However, in comparing some specific responses from the most effective teachers with those from the least effective teachers, it was found (1) that the most effective teachers placed a somewhat higher value on understanding the child and his culture than did the least effective teachers; (2) that the most effective teachers placed a somewhat higher value on developing self-concepts in the Mexican American pupil than did the least effective teachers; and (3) that the most effective teachers had significantly higher academic expectancies of their pupils than did the most effective teachers.

The respondents made the following suggestions for improvement or orientation and inservice education programs: (1) that there should be more effort made during preservice education to prepare teachers to each Mexican American pupils; (2) that there should be more orientation and inservice education programs designed specifically for those who teach Mexican American pupils; and (3) that there should be more teachers of Mexicon American pupils involved in the planning of inservice education programs.

## Group Counseling

150. Day, Sherman Ross. The Effects of Activity Group Counseling on Selected Behavior Characteristics of Culturally Disadvantaged Negro Boys. University of Georgia, 1967. 142p. Adviser: Warren C. Bonney. 67-16,211.

The purpose of this study was to examine the effects of 15 sessions of activity group counseling on intellectual competence, emotional behavior, classroom behavior, and sociometric status of culturally disadvantaged Negro boys who were referred for counseling as being behavior problems in the classroom. The Haggerty-Olson-Wickman Behavioral Rating Schedule, The California Test of Mental Maturity, and a sociometric were used to obtain behavioral data on each subject.

The study consisted of 26 boys referred by at least two members of the school faculty as being a behavioral problem. Four counseling groups were formed; two were labeled experimental groups and two were labeled control groups. Phase One of the study consisted of the experimental groups receiving 15 sessions of activity group counseling. The activities included darts, basketball, football, and role playing. Immediately after termination of the groups an evaluation was conducted in which behavioral data were again collected for each of the 26 boys. Phase Two of the investigation consisted of the control groups receiving activity counseling in like manner as the experimental groups in Phase One of the study. For the purpose of statistical evaluation, the counseled groups in Phase Two served as their own control.

Analysis of variance and *t* test for significant difference between matched pairs of individuals was employed to compare mean gains for the experimental and control groups in Phase One. The *t* test was employed to evaluate mean differences in the Own Control phase of experimentation.

No significant differences were found between experimental and control groups in Phase One of the investigation on intellectual competence, emotional behavior, and socimetric status. Significant differences were found for social behavior and total classroom behavior.

Phase Two of the investigation revealed similar results to Phase One of experimentation. No significant differences were found in intellectual behavior, emotional behavior, and sociometric status. Significant differences were observed in social behavior and total classroom behavior in favor of the control groups during Phase Two.

The basic premise of this study was that activity group counseling provided a unique and effective alternative to traditional counseling methods with the culturally disadvantaged, behavior problem adolescent. Data analysis revealed that favorable differences in social behavior and classroom behavior were observed in the counseled

groups. It is also noted that the analysis of data for Phase One and Phase Two of the investigation revealed a consistency in the behavioral variables which can be modified through activity group counseling.

It was concluded that activity group counseling presents a promising alternative to ineffective traditional counseling techniques in working with the disadvantaged problem student.

151. Moates, Hugh Lamon. The Effects of Activity Group Counseling on the Self-Concept, Peer Acceptance and Grade-Point Average of Disadvantaged Seventh Grade Negro Boys and Girls. Auburn University, 1969. 143p. Adviser: Hugh Donnan. 70-1932.

The general problem of this study was to investigate the relative effects of activity group counseling on the self-concept, peer acceptance and grade-point average of disadvantaged Negro boys and girls.

The sample consisted of sixty disadvantaged seventh grade Negro boys and girls who were equated with respect to age, sex, I.Q., and academic aptitude. The subjects were assigned to two experimental and two control groups and were stratified according to sex. There were fifteen subjects in each group. The experimental groups received twenty sessions of activity group counseling while the control groups received none.

Pretest and posttest data were collected. The Junior High School Index of Adjustment and Values and the Self Evaluation Test were used to measure changes in the self-concept; an experimenter-designed sociometric instrument was used to assess changes in peer status; and grade-point averages were computed to determine changes in academic performance.

Null hypotheses were formulated and tested to determine statistically significant differences among the mean scores of the experimental and control groups and to determine statistically significant interaction between treatment and sex on the fourteen dependent variables tested. The data were analyzed in a 2 x 2 factorial analysis of variance and in a 2 x 2 chi-square contingency table. The .05 level of confidence was used as the criterion of rejection for each of the stated hypotheses.

An analysis of the data revealed that seven of the null hypotheses were rejected --five on the self-concept and two on the sociometric variables. The hypothesis on the grade-point average was not rejected.

It was concluded on the basis of the data analysis that activity group counseling tended to produce positive changes in the self-concept and peer acceptance scores and to produce no change in the grade-point averages of the subjects used in the study.

152. Potts, John Robert. Selected Effects of Required Group Counseling in the Regular Curriculum for Disadvantaged Ninth Grade Students. Arizona State University, 1969. 103p. 70-4877.

The purpose of the study was to measure the effects of required group counseling in the regular curriculum for disadvantaged ninth grade students. Seven criterion measures were used: (a) reading scores, (b) grade point

averages, (c) attendance absenteeism, (d) dropout rate, (e) discipline referrals, (f) attendance at extracurricular activities, and (g) amount of verbal output in group counseling sessions.

From a total disadvantaged population of 130 students, a random sample of 36 boys and 27 girls was drawn. The students were randomly assigned to one of the three groups in the study. Three groups, each comprised of 21 students, were designated as control group, experimental group one, and experimental group two. Each experimental group met once each week for 50 minutes during a 20 week period. The procedure for both experimental groups was to divide each one into three sub-groups consisting of 7 members in each sub-group.

The procedure for experimental group one was group recreation using three patented games. The counselor present took no part in the games or discussion except to teach the rules and referee disputes. The directions and explanation of the purpose of the group recreation was pre-determined, and identical directions were given each of the sub-groups during the first session.

The procedure for experimental group two was group counseling with directions and explanation of the purpose of the sessions being pre-determined. The directions were presented to each sub-group during the first session. During the first session, the counselor introduced a list of 24 topics and told the students they could discuss any subject on the list or any other subject they desired.

In the first four sessions, the counselor responded to any statement made by the students, using the techniques of reflection, clarification, and support. During sessions five through eight, the counselor responded only to student statements expressing feelings about external authorities. In the last 12 sessions of the study, the counselor responded only to student statements dealing with external authorities, self-understanding, and feelings.

The experimental design of the study was the posttest-only control group design. Analysis of variance of criterion scores was used to test for significance between groups on every hypothesis except dropout rate and verbal output. On the dropout rate, a chi square analysis was used. On the verbal output, a chi square analysis for repeated frequency measures was used. Where groups were unequal, random elimination of subjects was used to equalize them. A level of significance at .05 was used in the study.

There were no significant differences in reading ability, grade point average, frequency of discipline referrals, dropout rates, rate of atterdance at extra-curricular school activities, and the rate of attendance absenteeism between the two experimental and one control groups. A significant change in verbal output was revealed, starting at a minimum, increasing to a maximum, and then decreasing to an amount significantly greater than the original minimum.

The one conclusion from the study was that group counseling does increase the verbal output of disadvantaged ninth grade students.

153. Hunt, Barbara Adele Celse. Interactions Between Minority and Majority Members of Small Groups. Stanford University, 1970. 130p. 70-22, 221

Many schools reflect two general conditions of our society:
(1) individual competition for success, and
(2) status differentiation between minority and majority group persons.

The situation of possibly competing from a position of inferiority can interfere in the learning endeavors of minority students by lowering their aspirations and by promoting submissive relationships with higher status students. One approach to learning, which is based on small groups rather than the individual as the basic unit, has the potential of interaction based on the individual-as-a-cooperator rather than the individual-as-a-competitor.

This study was developed to explore the effect of task as an intervention in presumed dominant-submissive interactions which may exist between minority and majority students who work together in small groups. The intervention was a division-of-labor task in which members could view each other as having equal status in the work of the group.

The quasi-experimental study took place in the school setting. Thirty-two children drawn from a pool of volunteers from three fourth grade classrooms were randomly assigned to four-man teams composed equally of minority and majority boys and girls.

Twice weekly for six weeks, the teams met for twenty minute work sessions to perform group tasks in a planned sequence. During the work period, observers recorded and coded interactions between team members in the basic categories of (1) friendly, (2) hostile, (3) dominant-assertive, and (4) submissive. Also, an interview held with each participant at the end of the project provided information regarding how he ranked himself and his team mates on contribution to the team. The student's expressed liking for his team and his team mates was also recorded.

Teams were randomly assigned to a Division-of-Labor Treatment or a General Treatment which served as a control group. The Division-of-Labor Treatment was an assembly line procedure which required each team member to contribute equally and uniquely to the team product. The General Treatment teams were allowed to organize production as they chose so that existing status relationship could operate without intervention.

Regarding the effects of the Division-of-Labor Treatment as an intervention in the submissive-dominant relationships presumed to exist between minority and majority team members, it was hypothesized that:

1. Dominant-submissive relationships in the Division-of-Labor teams would change over time in the direction of equal status.

Result. The hypothesis was not supported. Minority and majority subjects from the beginning were equal in the ratio of dominant to submissive acts and maintained this equality over time.

2. Division-of-Labor team members would acknowledge the contributions of more team mates than would General team members.
   (a) The standard deviation of member ranking within teams would be smaller than in General teams.
   Result. The hypothesis was not supported statistically. The results, however, were in the direction predicted.
   (b) A larger number of minority team members would receive the two top rankings in Division-of-Labor teams than in General teams when students evaluated contribution of team mates to the group.
   Result. The hypothesis was not supported. The Division-of-Labor minority team members held the top rank in all four teams while the General minority team members held three of the top four ranks.

Further Findings

1. In the school population under study, minority students performed as well or better than majority team mates in rate of interaction, ratio of assertive to submissive acts, and nominations to the top two ranks within teams.
2. There is an indication that the interaction between sex and ethnic status characteristics affects the interactions between members of teams composed of minority and majority boys and girls.
3. At the conclusion of the project more than two-thirds of the participants expressed liking for both the team experience and their team mates.

154. Payne, Billy Fred. The Effects of Group Counseling Upon the Self Concept of Disadvantaged Elementary School Students. University of Houston, 1970. 216p. 70-16,016.

This study has been conducted to measure the effect of group counseling upon the self concept of culturally different students participating in an Elementary and Secondary Education Act, Title I, program. The study has identified the self concept of the sample, has described the strategies and topics employed, and has shown the effect of group counseling upon the self concept of the experimental group.

Students participating in the investigation responded to The Brown IDS Self Concept Referent Test, an instrument based upon the theoretical model of G.H. Mead whose definition of the self involves two aspects: the self as subject component consisting of those feelings of intrinsic self-

worth held by an individual about himself, and the self as object component consisting of the perceptions which one has of the ways he is seen by significant others in his life.

Students identified as the experimental group were engaged in eighteen specified group counseling activities for a period of fifty minutes weekly. A comparison of the mean scores for each referent on the pre and post self concept scale was made for both groups by racial descent, sex, and sub-groups. These data for the sample were utilized to determine the self concept of the participants and to specify the effect of group counseling upon those students in the experimental group.

Topics of interest and concern were listed, and subject matter was selected and presented in the same sequential order by the respective counselors cooperating in the project. Strategies employed included filmstrips, pictures, problem-completion stories, recordings, and role-playing. The counselors were instructed to present the topic or subject matter and permit the students of the experimental group to react by questions or discussion. Group leaders were asked to prompt and structure discussions as little as possible.

The difference between pre and post mean scores of the experimental and control groups was analyzed by t-test to determine whether a significant change had occurred in any of the referents for the students participating in the group counseling sessions.

Results of the analysis indicate, subject to the limitations stated, that the mean score on the self concept scale of the sample in this investigation was 43.51 (pre test) and 45.53 (post test) from a possible 56.00 points as measured by The Brown IDS Self Concept Referent Test. Group counseling altered favorably the self concept of the participants in the investigation on referents "Mother," "Peer," "Self as Subject," and "Self as Object," and "Total Referent" score.

Mean scores on referent "Teacher" were the most resistent to change.

Specifically, the first null hypothesis must be rejected in that there were significant differences at the .05 level of confidence between the experimental and control groups in regard to referents, race, sex, and subgroups on post test mean scores.

The second null hypothesis was rejected in that there were significant differences at the .05 level of confidence between the experimental and control groups in regard to referents, race, sex, and subgroups on post test mean scores.

The third null hypothesis was rejected in that there were significant differences at the .05 level of confidence between pre and post test mean scores results for the experimental group in regard to referents, race, sex, and subgroups.

The fourth null hypothesis was rejected in that there was a significant difference at the .05 level of confidence between pre and post test mean scores for the control group in regard to race.

The fifth null hypothesis was rejected in that there were significant differences at the .05 level of confidence in the mean differences of pre-post test scores of the experimental and control groups in regard to referents, race, and sex.

The sixth null hypothesis was rejected in that there was a significant difference at the .05 level of confidence in the mean differences of pre-post test scores of the sample in regard to sex.

These data failed to reject the seventh null hypothesis. There were no significant differences at the .05 level of confidence in the mean differences of the test scores by subgroups.

Recommendations for further studies include the following:

1. Replicating the study with a larger sample for more information regarding effect on race and sex;
2. Incorporating the referent "Father" in the instrument studied;
3. Utilizing group counseling experiences for students representing broader socio-economic backgrounds;
4. Experimenting with other topics and subject matter as well as strategies to isolate the most effective program;
5. Replicating the study with several counselors simultaneously serving as group leader of more than one group for the purpose of measuring and comparing individual counselor effectiveness; and
6. Using the instrument prior to and following individual counseling contacts to study the change, if any, in the "Self as Subject" component of the instrument.

155. Vail, John Paul. The Effects of Encountertapes for Personal Growth on Certain Specific Aspects of the Intellectual, Behavioral, and Self-Concept Development of Culturally Disadvantaged Negro Girls. University of Georgia, 1970. 154p. Adviser: Warren C. Bonney. 71-3794.

The purpose of this study was to determine the effects of a leaderless group technique on certain specific aspects of the intellectual, behavioral, and self-concept development of culturally disadvantaged Negro girls. "ENCOUNTERTAPES for Personal Growth Groups" were used to stimulate behavioral changes. The Otis Quick Scoring Mental Ability Test, The California Psychological Inventory and Bills' Index of Adjustment and Values were used to obtain behavioral data on each subject.

The study consisted of 34 girls identified as meeting the culturally disadvantaged criterion. The subjects were divided into four groups; two were experimental groups and two were control groups. The experimental groups received ten sessions of leaderless group counseling in which ENCOUNTERTAPES were used to stimulate behavioral change. The control groups received no experimental treatment during the experimental period.

The analysis of covariance was the statistical model employed to compare adjusted posttest means for the experimental and control groups. No significant differences were found between the experimental and control groups in intellectual, behavioral or self-concept development.

The basic premise of this study was that leaderless group counseling provided a unique and effective alternative to traditional counseling methods with culturally disadvantaged Negro girls. No differential effect due to experimental treatment was detected in the analysis of the data.

156. Clausen, Robert David. The Effects of Group Counseling on Selected Attitudes of Economically Disadvantaged High School Age Youth in a Residential Setting. Oregon State University, 1971. 65p. Adviser: Gerald Becker. 71-25,313.

The purpose of this study was to determine how group counseling influenced attitudes of low-income youth toward self, others, and society. The subjects, all high school age, were participants in an education program held on a college campus during the 1970 regular collegiate summer session. They lived in a residence hall and attended morning and afternoon classes.

Two group counseling methods were employed. Group I was content oriented with subjects watching films dealing with human relationships. Counselor-led discussion was limited to the assumed intentions and behavior of the characters portrayed on film. In Group II the subjects and counselor interacted with respect to human relationships within the group. Group III, the control, had no counseling but met for group recreational activities.

Three hypotheses were tested.

1. There will be a significant change in attitudes toward self, others, and society between the experimental content counseling group and the control group after 13 counseling sessions.
2. There will be a significant change in attitudes toward self, others, and society between the experimental process counseling group and the control group after 13 counseling sessions.
3. There will be no significant difference in attitudes toward self, others, and society between the content and process counseling groups after 13 counseling sessions.

The sample consisted of 60 subjects who were randomly selected from the 93 students enrolled in the project. Two experimental groups and the control were formed from the sample. Complete pre-test and post-test results were obtained from 45 subjects.

The Tennessee Self Concept Scale and a Semantic Differential were administered to the subjects. Group pre-test and post-test results for each instrument were analyzed by a fixed-two-way analysis of variance, as were differences among the three groups.

Hypotheses one and two were not supported since no significant differences were found in the results. Hypothesis three was upheld, although without meaning since all three groups were not significantly different. All groups dropped significantly on the Semantic Differential concept, I AM.

The effects of group counseling on the attitudes of economically disadvantaged youth was not determined by this study.

Recommendations

1. Increase the number and length of counseling sessions. Perhaps include a weekend session away from the campus.
2. Include a follow-up study.

3. Add a second control group not part of the residential program.
4. Establish counselor effectiveness prior to another study.
5. Compare mean change of subjects counseled in a group with those counseled individually.
6. Counselees and counselor establish mutually agreed upon desired individual behavioral changes prior to counseling.
7. Find an instrument that measures more subtle changes in attitudes.

157. Gaston, Marguerite Monk. Group Counseling As a Means of Changing the Self-Concept of the Economically Disadvantaged The University of New Mexico, 1972. 103p. 72-30,755.

The purpose of the study was to investigate the self-concept of the economically disadvantaged, and the effectiveness of group counseling as a means of changing it. The study also included the relationship of other variables, such as race, age, and achievement in basic skills, to the self-concept.

Subjects for the study were young women between the ages of 16 and 22 enrolled in a federal job training program, divided into four groups of 60 each and treated as follows:

1. Experimental group. Pretest, group counseling, posttest.
2. Control group. Pretest and posttest.
3. Hawthorne effect group. Posttest only.
4. Drop-out group. Pretest only.

Instruments used were the Tennessee Self Concept Scale and the Stanford Achievement Test.

Groups were matched according to age and race, using the same ratio found in the training program. During the treatment period of three-months, the 1-1/2-hour counseling sessions were conducted twice weekly by the researcher. The groups were client centered and consisted of eight participants.

Statistical procedures used were t tests of the difference between means, analysis of variance resulting in F ratios, multiple discriminant analysis, and Spearman rank order correlations.

The findings of the study indicated that the mean self-concept of the subjects was significantly poorer than the norms of the Tennessee Self Concept Scale. The research group was significantly high on Net Conflict, Total Conflict, General Maladjustment, Psychosis, and Personality Disorder. The subjects scored low on Behavior.

All ethnic groups scores considerably below the norms on mean total self-concept score. In order from high to low, they scored as follows: Negroes, Caucasians, Spanish-Americans, and Indians.

No significant relationship was found between self-concept and achievement, and there were no significant differences among the various age groups in the study. Self-concept did not prove to be a good predictor of attrition.

There were no significant differences between pre- and posttest scores of the experimental or control groups. Neither participation in the training program nor in group counseling had any significant effect on the self-concept of the subjects.

It was recommended that further research be conducted in the following areas: the importance of the self-concept, how it is formed, how it relates to achievement, its interaction with mental illness, and what methods are most effective for changing it.

158. Hale, James Michael. Effects of Image-Enhancement Indoctrination on the Self-Concept, Occupational Aspiration Level, and Scholastic Achievement of Mexican-American Model Neighborhood Area Students. East Texas State University, 1972. 97p. Adviser: David Arlington Talbot. 73-4438.

The purpose of this study was to investigate the effects of image-enhancement group guidance on the self-concept, occupational aspiration level, and scholastic achievement of sixth-grade Mexican-American Model Neighborhood students. In addition, this research project attempted to determine significant correlations between any two of the three variables studied.

The research conducted involved an experimental design in which 30 randomly selected students, 15 experimental and 15 control, were pre- and posttested in the three variables. The Lipsitt Child Self-Concept Scale was used to rate student aspiration level, and the California Achievement Test was employed to measure changes in academic achievement. The writer was the group leader for the image-enhancement guidance sessions. This experimental group met with the researcher twice a week for hourly sessions for a period of one semester. The purpose of the group guidance was to enhance students' identity and feelings of self-worth because of, rather than in spite of, ethnic, cultural, or socioeconomic background. The 15-member control group was not exposed to the group guidance treatment during the experimental period. An analysis of covariance was used to measure differences between posttest means of the experimental and control groups on all three variables. The pre-test was used as the adjusting variable in each case. Student's t ratio for correlated means was the statistic used where pre- and posttest means were compared for each group separately. An alpha of .05 was selected as the minimum point of rejection. The Pearson product-moment correlation coefficient was the statistic employed in cases where linear relationships were studied.

The results of the study indicated that: (1) group guidance which utilized image-enhancement indoctrination proved to be an effective tool for maintaining the concept of self in a group of Mexican-American Model Neighborhood students; (2) although the self-concept of the experimental group did not change significantly, the members of the control group lost in the feelings of self-worth so much that the experimental group scored significantly higher in the variable of self-concept; (3) the level of occupational aspiration and academic achievement of the experimental group were not significantly affected by image-enhance-

ment group guidance, and (4) there was a significant correlation between self-concept and occupational aspiration level, but no significant relationship existed between self-concept and achievement, nor between occupational aspiration and achievement of the experimental group of students.

On the basis of the findings from this study, it was concluded that image-enhancement indoctrination was a valid tool with which to maintain the self-concept of Mexican-American Model Neighborhood Area students against the eroding influence of the school experience. It was also concluded that a significant relationship existed between the self-concepts and occupational aspiration levels of the experimental group of students.

Results of the study pointed out that although no significant gains were achieved by the experimental group in self-concept, occupational aspiration level, and achievement, the group did make consistently greater gains than the control group. It might well be that these consistent gains, with time, might develop into a significant difference. On the variable, self-concept, the experimental group differed significantly in a positive direction from the control group. This should alert educators to the damaging effect that the conventional educational process might have on the culturally different.

159. Hardage, Nell Craft. A Comparison of the Efficacy of Treatments of Classroom Behavior Management and Group Counseling for Use With Potential Dropouts. University of Southern Mississippi, 1972. 112p. 72-26,551.

Statement of the Problem: This study was conducted to evaluate and compare the efficacy of treatment between classroom behavior management and group counseling employed to increase on-task behavior, social interactions, grade-point average and school attendance of potential dropouts.

Sample: The sample population was chosen from five elementary schools of Forrest County and Hattiesburg, Mississippi, which had a combined enrollment of 563 pupils in the fifth and sixth grades.

Procedure: The school systems of Forrest County and Hattiesburg, Mississippi indicated schools with a large number of potential dropouts. A total number of fifteen fifth and sixth grade teachers were randomly assigned in groups of five to each of the following groups for a period of twelve weeks:

(1) Classroom Behavior Management
(2) Group counseling
(3) Control Group

Thirty potential dropouts identified by the Demos D Scale and the Dropout Rating Scale were assigned to each of the three groups, making a combined total of ninety subjects.

The five teachers who were randomly assigned to Group I had a consultant in classroom behavior management. Five doctoral students in guidance trained by the Madsen Method served as the consultants. These five teachers received feed-back from the consultant based on observations of the potential dropouts.

The five teachers who were randomly assigned to Group II permitted six potential dropouts to be removed from the classroom one hour per week to receive group counseling. Five doctoral students trained in attitudinal group counseling served as the counselors for each of the five counseling groups.

The five teachers who were randomly assigned to Group III received no treatment. The thirty potential dropouts identified in the classroom of the five teachers in Group III served as the control for the experiment.

Data were collected for the four variables: (1) observation of on-task behavior, (2) sociometric status, (3) grade-point average, and (4) school attendance, pre-treatment, mid-treatment and post-treatment.

A two-way analysis of variance was performed on the obtained data. The 5 per cent level was accepted as statistically significant.

Significant Findings: The following findings are indicated from this study:

(1) Classroom Behavior Management procedures and Group Counseling have differential effects on on-task behavior, social status and grade-point average of potential dropouts.

(2) When teachers utilize a Classroom Behavior Management approach, on-task behavior and grade-point averages of potential dropouts increase.

160. Kehres, Robert John. Differential Effects of Group Counseling Methods with Black Male Adolescents. The University of Akron, 1972. 103p. Adviser: Kenneth C. Hoedt. 72-26,284.

Counselors in the nation's schools have been charged with the responsibility for counseling black students in areas of personal and social adjustment and occupational choice (Silberman, 1964). The counselor's task is to maximize the use of black children's potential.

In an effort to identify counseling programs which are effective, a study was executed comparing student oriented vocational group counseling, traditional student oriented group counseling, and no group counseling.

The major hypothesis tested was that student oriented vocational group counseling was superior to traditional student oriented group counseling or no group counseling when dealing with black youth in terms of bringing about more positive personal and social adjustment, more interest in school, less no-constructive overt behaviors, and more cognizance of self in relation to future vocational interests and goals.

Seventy-two black adolescent male students in the seventh and eighth grades participated in the study. The boys were randomly

selected after being matched on intellectual ability, socio-economic status, and chronological age span. Four junior high schools, with a Negro population, served as the experimental schools. One counselor from each of these schools participated as the group counselor in that particular school.

The design of the study was a basic pretest posttest design. Eighteen black students from each school were randomly assigned to one of three treatment groups--each group contained six students: student oriented vocationally counseled group, traditional student oriented counseled group, and control group.

Students participating in the student oriented vocationally counseled group and the traditional student oriented counseled group met, in their respective groups, for 45 minutes, once a week, for a total of 16 weeks. No testing was executed during the group counseling sessions. The four instruments used to test the hypotheses were: The California Test of Personality, The School Interest Inventory, The Student Behavior Rating Scale, and The Ohio Vocational Interest Survey.

The general hypothesis tested was that student oriented vocational group counseling, as a method, was superior to the traditional student oriented group counseling method when dealing with black youth in terms of bringing about more positive personal and social adjustment, more interest in school, less non-constructive overt behaviors, and more cognizance of self in relation to future vocational interests and goals.

The results of the study indicated no significant differences between student oriented vocational group counseling, traditional student oriented group counseling, and no group counseling in the areas of personal and social adjustment, school interest, and cognizance of self in relation to future vocational interests and goals. However, a significant difference between student oriented vocational group counseling and traditional student oriented group counseling versus no group counseling in the area of less non-constructive over behavior was found ($p < .05$).

Although no significant findings were noted in most of the areas measured in the study, it is still possible that group vocational counseling with black male adolescents has merit. Negative findings should be viewed in terms of the limitations and goal orientations of the treatments evaluated. Perhaps, if the goals of the group vocational counseling program were reordered with an emphasis on exposure to diversified occupations and gaining knowledge of the world of work rather than an emphasis upon attempting to bring about changes in personal and social adjustment and/or school interest, more significant results would be obtained.

161. Leo, Paul Frank. The Effects of Two Types of Group Counseling Upon the Academic Achievement and Self-Concept of Mexican-American Pupils in the Elementary School. University of the Pacific, 1972. 146p. Adviser: Dr. Helmut H. Riemer. 72-25,740.

The purpose of this experimental study was to investigate the effects of two different group counseling techniques on the academic achievement

and self-concept of elementary school Mexican-American pupils. Also included in the study were the results of a pilot study conducted with Mexican-American pupils to compare the Semantic Differential Technique and the Self-Esteem Inventory in the measurement of self-concept.

One hundred and forty-four pupils from the fourth, fifth, and sixth grades of two selected elementary schools (School "A" in Stockton and School "B" in Redwood City, California) comprised the sample for the study. The study was conducted over a period of twenty weeks.

Two dependent variables were studied: (1) total academic achievement in the Comprehensive Test of Basic Skills (CTBS) and subtest scores in reading, language, and arithmetic, and (2) total self-concept measured by the Semantic Differential Technique and the Feelings Toward Nationality subtest.

The independent variables were: (1) a comparison of Bicultural Group Counseling Treatment designed to develop pupil pride in ethnic background and Traditional Group Counseling Treatment commonly practiced in many schools with emphasis on school adjustment and improvement in academic achievement, (2) treatment effects on the school attended, (3) male and female effects produced by the treatments, and (4) a comparison of the treatment effects on the foreign-born and native-born pupils. This latter comparison was only possible in School "B" because of its almost equal proportion of foreign-born and native-born students.

The data collected consisted of pretest and posttest scores in academic achievement and self-concept. The data were analyzed by various 2x3x2 factorial designs of three-way analyses of covariance for the dependent variables of academic achievement and self-concept with the independent variables of: treatments, schools, and sex. Data for the dependent variables of academic achievement and self-concept with the independent variable of birthplace were analyzed by various 2x3 factorial designs utilizing two-way analyses of covariance.

The findings indicated that none of the variances for the treatments variable proved to be significant in this study. Significant interactions were found in several control variables. These were (1) females were significantly better in language than males; (2) School "B" subjects demonstrated greater improvement in self-concept than did School "A" pupils, and (3) foreign-born students achieve significantly greater improvement in (CTBS) arithmetic subtest in comparison to native-born subjects. The pilot study reported a correlation between Semantic Differential Technique and the Self-Esteem Inventory for the measurement of self-concept.

Conclusions drawn as a result of this study indicate that the research must be considered with caution because of the following weaknesses: (1) the weekly group counseling sessions with the treatment groups may not have been frequent enough to bring about change, (2) the twenty-week duration period of the treatments may not have been a long enough period of time in which accurate evaluations could be made; and (3) the treatment conducted in this study was not an integral part of the school curriculum. These weaknesses appear to be common with most bicultural studies programs found in many schools. The following implications and considerations which could strengthen bicultural programs arise as a result of this study. These are: (1) bicultural studies must be

carefully developed with innovative practices and frequent sessions should be conducted during the week; (2) the programs should involve the total school curriculum of students in order to affect self-concept and academic achievement. Mexican-American peers, teachers, administrators and the community must all be involved in the program in order to maximize the possibility of affecting self-concept and achievement; and (3) school districts should recruit and maintain well qualified minority teachers and administrators with whom minority pupils can identify.

162. Meuser, David E. The Effect of a Conflict Resolution Laboratory Upon Participants' Expressed Involvement in Racial Conflict Resolution. The Florida State University, 1972. 106p. Adviser: Professor Herman L. Frick. 73-200.

The major objective of this study was to determine if significant differences in expressed personal involvement in a racial conflict and its resolution existed between a control group and a group whose members participated in a conflict resolution laboratory.

In the course of meeting the major objective, several secondary objectives were achieved. First, a serious racial conflict occurring within the subject public junior high school prior to and during the experiment was described. Second, a conflict resolution model originally designed for use with business management and labor and adapted for use in the subject school setting was described. Finally, a description of the application of the adapted model to the subject school situation was presented.

For purposes of this study, twenty black students, twenty white students, and twenty adult school personnel were randomly selected from the subject school's enrollment. Each person selected responded privately and on tape to the open-ended statement, "I think racial problems in this school ....." A maximum of five minutes was allowed for each response. The responses were then transtyped, edited, coded, and retranstyped.

Each of the three groups was divided in half, one half becoming the control group and the other half the treatment or laboratory group. The treatment group, consisting of ten black students, ten white students, and ten adult school personnel (nine teachers and the school principal), then participated in four five-hour conflict resolution laboratory sessions over an eight-day period. The sessions were conducted by qualified organization development specialists.

Upon completion of the laboratory training, each member of both the control group and treatment group again responded to the open-ended statement. Once again, the responses were transtyped, edited, coded, and retranstyped.

Using a scale for rating the way a person talks about a problem, the Problem Expression Scale, two judges operating independently of each other, each noted the 120 pre- and post-treatment responses. Where disagreement between the judges were identified, averaged ratings were

assigned and used in the experiment.

The data was then analyzed through the application of analysis of variance and analysis of covariance formulae to determine if significant differences toward an increase in expressed involvement in a conflict resolution by laboratory participants occurred after the laboratory compared to prior to the laboratory and to the control group.

The findings indicated a significant change toward increased expression of personal involvement in the conflict and its resolution by each of the three subgroups of the total treatment group. The control group gave no evidence of significant increases. However, though results of the laboratory indicated success of the treatment in relation to hypothesized changes state in null form, an examination of rating means indicated that even the significant gains of the treatment group still left them relating to conflict and its resolution at a level below that desirable or required for constructive resolution of intergroup conflict.

The study concluded that the emerging findings of modern organization and conflict theory should be articulated in more clear and understandable terms to school-related personnel, that increased efforts should be made to develop and test a variety of conflict resolution models and strategies specifically designed for the school setting, and that training of school-related personnel not only be directed toward resolving ongoing "crisis conflict" but toward identifying and preventing conflicts in schools which show a high probability of being more destructive than constructive in the long run.

163. Steggall, W. Scott. The Effect of Self-Awareness Activities in a Small Group Process on the Phenomenal Self-Regard of Selected Fifth Grade Children. The Florida State University, 1972. 187p. Adviser: Herman D. Burck. 73-4703.

Twenty children, in small groups of five members each, were exposed to eight treatment sessions which emphasized self-knowledge and self-awareness within a non-threatening atmosphere. Another twenty children acted as control, ten being no-contact control, and ten being contact control and receiving equal time on the playground with the group leader. The purpose of this experimental study was to test, with five instruments each of which were constructed to measure the same global variable of self-regard, if the applied treatment contributed significantly to increased positive self-regard.

The 40 subjects of this study were from 1 elementary school. Eliminated at the onset were those children classified as emotionally disturbed, intellectually retarded, severe behavior problems, or reading below grade level 3.5. All groups were matched in a stratified fashion for sex and race.

The treatment method is described in full detail for purposes of replication. The group leader used a sensitivity treatment and sensory

awareness group process modified for the age range of nine through eleven year old children. The key concept was that developing self-awareness and increasing self-knowledge within a non-threatening atmosphere leads to increased positive self-regard. The experiential self-discovery method, designed to facilitate this development of an accurate self-portrait, consisted of varying activities incorporating the use of all senses. It was a sensory enrichment rather than a problem-centered treatment. The activities encouraged the children to look at themselves from different perspectives, accept what they perceived with an attitude free from unconstructive value judgements, and to build positive self-attitudes about these perceptions. All self-expressions were welcomed. The leader reinforced each child for his/her efforts at conscious awareness of self and undistorted self-acceptance.

The phenomenological point of view incorporated into the entire treatment focused upon the child's perceptions as being the important perceptions. It was the child's view of self and not the leader's or teachers' or peer's view of that child's self-regard which was the priority issue in this study. The instruments were divided into criteria and substantiating categories to follow this philosophy. The criteria instruments measured phenomenal self-regard while the substantiating instruments measured self-regard as judged by others.

The major hypothesis was: "There will be a significant difference between the total treatment group and the total control group from pre to post testing using the criteria measurement." The major hypothesis was rejected, i.e., no significance was found at the .01 level.

There were 5 minor hypotheses, each having 4 parts. They dealt with: (1) 5 categories of subjects (total sample, Blacks, Whites, males, and females), (2) 4 groups (total treatment, total control, contact control, and no-contact control), and (3) 4 combinations of instruments (all 5 measures taken together, the criteria measurement, the substantiating measurement, and each measure taken individually).

Fourteen minor hypotheses were significant and 6 were nonsignificant. There was much significance among White pupils but none among Black pupils. Among males, the significant findings occurred only with the "Paragraph About Myself," a substantiating measure. Among females, there was significance among the criteria and the substantiating measures. Among total subjects, the significant findings involve all possible comparisons of groups.

The "Paragraph About Myself" was the one instrument most responsible for much of the significance. The significance, however, was negative, i.e., the control groups made more gain in positive self-regard than did the treatment groups. Such findings were in opposition to the proposed hypotheses. An argument was presented by the experimenter speculating that due to the treatment atmosphere and due to the free response style of this instrument, it might be possible to interpret these findings in favor of the hypotheses. Further research is necessary to confirm such speculation.

164. Swanson, Doris D. The Effects of Behavioral Group Counseling on The Self-Concept of Pregnant Negro Teenagers Using Male and Female Co-Counselors. State University of New York at Buffalo, 1972. 172p. 72-27,273.

The purpose of this research investigation was to examine the effects of sex of co-counselors on the self-concept of pregnant Negro teenagers in a group counseling situation.

Research relevant to unwed mothers indicates that lack of a positive self-concept is one of the contributing factors to the cause of pregnancy in unmarried women. Erikson's concept of identity formation provided a framework for understanding the psychosocial dynamics associated with self-concept development. The female who has had weak, ineffectual, or negative relationships with male figures during her formative years may seek sanction as a female through sexual behavior. She develops a need to feel loved and desired by a male as a way of proving to herself that she has some degree of identity. Thus, it was hypothesized that male reinforcement of positive feelings the expectant teenager may have would affect a significant positive change in her self-concept.

Six groups of five to six pregnant black teenage subjects were designated to receive group counseling. Three pairs of co-counselors--two females, a female and male, two males--each conducted two groups. One group was structured in content and had specific topics to discuss which consisted of pregnancy-related issues. The other group was unstructured in content in that discussion generated from material suggested by the subjects. Ten forty-minute counseling sessions were held over a five-week period. All counselors were trained in behavioral counseling process and used verbal reinforcement at a technique to reinforce any positive self-reference statements. Positive statements made about significant others in the subjects' lives were also reinforced. A pre- and post-test on The Tennessee Self Concept Scale was administered.

It was specifically hypothesized that those subjects in the structured groups conducted by the female and male and two male co-leaders would realize a significant positive change in self-concept. It was also hypothesized that there would be no significant change in any of the other groups, i.e., the female led structured group and the three unstructured groups. A t-test for matched pairs of pre- and post-test scores within groups on the Tennessee Self Concept Scale was used to test the hypotheses. Interviews with counselors after the conclusion of the experiment were conducted to elicit impressionistic observations of the counselors regarding their feelings and perceptions of the experience.

Heavy subject-loss rendered the statistical results of the data questionable Twenty-four of the thirty-four original subjects completed the experiment. There were not sufficient data available to make valid interpretation of the results. It appeared that no significant change took place in any of the groups. Tape analysis substantiated the fact that the counselors did use reinforcement techniques.

Results of the interviews with counselors demonstrated that there were some parallel observations among groups and some dynamics unique to specific groups. These results imply that a female-male combination of counselors may provide the young unwed mother with a model of a positive, accetable interaction between a man and a woman.

165. Martin, Phyllis Jean. The Effects of Group Counseling on Self Concept and Achievement of Selected Educationally Disadvantaged Elementary School Children. United States International University, 1973. 111p. Adviser: Bernice Roberts. 73-1246.

The present study attempted to determine if statistically significant differences existed between subjects in the experimental group and subjects in the control group using group counseling as the treatment on the variables of expressed self-concept, achievement scores and self-esteem as evaluated by teachers.

The importance of the study derived from the dearth of statistically controlled studies made in group counseling at the elementary school level with educationally disadvantaged students.

All data were secured from pre, post and followup tests using instruments by well-established test authors. The criterion measures used were the Piers-Harris Self Concept Scale, Coopersmith's Self Esteem Behavior Rating Form and Durrell Listening-Reading Series, Intermediate Level. The data collected were hand scored and punched into computer cards for purpose of analysis. An analysis of variance computer program was written to analyze these data. The students in the experimental group met once a week for eight weeks on an hourly basis, by grade placement, in groups from six to ten in size, in a quiet, carpeted reading center. The counseling technique was that of valuing each person as an important individual with potential for growth. Role playing, open-ended questions, involvement with pictures using the Thematic Apperception Test approach, and audio-visual materials on possibilities for future careers were explored. The fact that the students were involved in planning their focus at the first session was of prime importance to them.

Hypotheses were as follows: There is no statistically significant difference between the adjusted mean of a group of subjects who have completed group counseling and the adjusted mean of a comparable group of subjects who have not had group counseling when comparing the two groups on the (1) Piers-Harris Self Concept Scale, (2) Coopersmith's Self Esteem Behavior Rating Form, and (3) Durrell Listening-Reading Series.

Subject Groups were formed on the basis of a random sample of all subjects in the third, fourth, fifth, and sixth grades in an ESEA Title I Project. The experimental and control groups were matched on the variables of educational disadvantage, grade placement, classroom teacher, reading teacher, and school. There were seventy students in this study.

Differences between means for the experimental and control groups were not statistically significant on expressed self-concept, achievement and self-esteem as rated by teachers.

Analysis of data resulted in no statistically significant differences and the null hypotheses were not rejected on self-concept, achievement, or self-esteem as perceived by teachers.

From the results the following conclusions were drawn. The duration of the counseling sessions may not have been sufficient to show measurable changes. The format for the achievement test was new and difficult for these educationally disadvantaged students. The self-concept was inferred from a self-report and may not reflect the students' true self-concept. Teachers found it difficult to use a semantic differential and rate in the affective domain. Other means of evaluation should be investigated using available technology.

## Guidance and Counseling

166. Prestwich, Sheldon G. The Influence of Two Counseling Methods on The Physical and Verbal Aggression of Pre-School Indian Children. Arizona State University, 1969. 97p. 69-20,791.

The purpose of this study was to: (a) investigate the influence of anthropomorphic models as a therapeutic vehicle to facilitate five-year-old Indian children in learning to express and appropriately deal with aggressive impulses, and (b) investigate the influence of group counseling with Indian mothers as it affects five-year-old Indian children's aggression.

The population for the study was drawn from a Community Action Program pre-school on the Gila River Indian Reservation. The children were all Indians, having an age range from five years seven months to six years three months. The sample included boys and girls mostly of Pima descent and living in the Sacaton, Arizona, area.

The experimental design used was a Pretest-Posttest Control Group Design. Thirty subjects were randomly assigned to three groups, two experimental and one control. Each group consisted of ten subjects. All ten children of $E_1$ (play therapy with anthropomorphic models) were placed in a controlled environment with the dolls for 35 minutes three times each week. The mothers of $E_2$ (group counseling) met for 90 minutes each week, the first half of which was spent seeing a film and the remainder participating in group counseling. The counseling model used was perceptual modification through verbal reinforcement. The third group received no treatment and served as a control group. Treatments were extended over a period of eight weeks, with treatment time being equal for both experimental groups.

Differences between groups were investigated by analysis of covariance, and differences within groups were investigated with Sandler's A statistic. Relationships between mothers' verbal response and resultant changes in

their children's behavior at school were investigated using Kendall's coefficient of correlation.

The instrument used for rating children's aggression was designed by the experimenter. The observer-raters were four female Indians who had worked as counselor aides for over one year. The pre- and post-observations were made by the raters for 20 minutes during classroom free play on three consecutive days. Rater reliability was computed using Kendall's Tau and Concordance for five simultaneous 20 minute observations during classroom free play at another school. Tau correlations ranged from .56 to 1.00 for physical aggression and from .82 to 1.00 for verbal aggression. Concordance correlations ranged from .80 to 1.00 for physical aggression and from .71 to 1.00 for verbal aggression.

Analysis of the findings revealed no significant differences in physical, verbal, or total aggression between the two experimental and control groups before or after treatment. There were decreases in physical aggression for $E_1$ and $E_2$ significant at the 0.15 level, and a decrease in verbal aggression for $E_1$ significant at the 0.10 level. Decreases in total aggression for $E_1$ significant at the 0.10 level and for $C_1$ at the 0.05 level were also noted.

Comparison of mothers' total verbal responses during the first two and last two treatments indicated a mean change which was significant at the 0.01 level.

The correlation between mothers' total verbal responses during treatment and their children's physical and verbal aggression was not significant at the 0.20 level.

It may be concluded that play therapy using anthropomorphic models does not significantly decrease physical or verbal aggression for five-year-old Indian children. The slight changes occurring within groups suggested that treatment over longer periods of time might prove effective.

Although group counseling with Indian mothers significantly increased verbal output during treatment, the results indicated no relationship between this change, and their children's aggressive behavior at pre-school. In considering the implications of the study, it should be noted that the criterion instrument measured only quantitative aggression responses. Also, the aggression response records of some children indicated significant decreases in aggression which were not apparent when comparing groups. It could be recommended, therefore, that another similar study be designed which would continue over a longer period, incorporate non-parametric statistical analysis, and investigate the effect of the above treatments on qualitative in addition to quantitative variables.

167. Combs, Roland Gerry. An Investigation of the Effect of One-to-One Interpersonal Relationships on the Self-Concept and Sociometric Status of Fourth Grade Students in Cheyenne, Wyoming. University of Wyoming, 1970. 98p. 72-18,928.

This study was designed to investigate one means of improving self-concepts of children through the use of interpersonal relationships within the classroom. Additionally, the study provided information about the relationship of self-concept and sociometric status for children.

The sample group for the study was drawn from fourth-grade classes in the public school system of Cheyenne, Wyoming. A total of 818 students and 33 teachers from 33 classes and 17 schools participated.

A measure of children's self-concept, the Piers-Harris Self-Concept Scale, and a sociometric question pertaining to seating choices were administered to students before and after the experimental period. Students in twenty-two classes were involved in the experimental treatment of sitting together and working together in class for five weeks. Students in the remaining eleven classes were not paired together and served as a comparison group.

Analysis of variance and the Scheffe method of comparison were utilized to test for differences in self-concept scores for the total sample on the pre-test; to test for differences in scores of students grouped in various ways such as school attended, class, instrument received first; and to test for differences between experimental and comparison classes from self-concept pre- to post-test. A Pearson product moment coefficient of correlation was calculated to provide a reliability estimate for the self-concept measure. The chi-square test was used to measure the relationship between self-concept and sociometric status for fourth-grade students.

The following conclusions were reached based on the data analyses:

1. Fourth grade students tend to respond in a generally positive fashion on the PHSCS.
2. Fourth grade boys and girls appear to have similar total self-concepts.
3. Being in different schools or different classes does not appear to have a significant effect on self-concepts of fourth grade students.
4. Reports of self-attitudes appear to vary significantly for fourth grade students when taken at the beginning or end of a school week.
5. Responding first to choices of friends in class does not appear to significantly affect self-concept.
6. Certain groupings of self-concept data, even when randomly grouped, can yield significant differences.
7. Pairing of students with chosen partners in a one-to-one relationship for five weeks does not appear to increase self-concept more than non-pairing.
8. Pairing students by self-concept as well as seating choices does not appear to increase self-concept significantly more than pairing by choices alone.

9. Self-concept, as measured by the PHSCS, appears to increase over time.
10. There appears to be a significant relationship between a student's self-concept and status with his peers.
11. The Piers-Harris Self-Concept Scale appears to be a sufficiently reliable measure of feelings about self.

Recommendations were made relevant to continued research relating self-concept of children.

168. Morgan, Elizabeth Riddick. Behavior Theory Counseling with Culturally Disadvantaged, Underachieving Youth. Columbia University, 1970. 156p. Adviser: Professor Charles N. Morris. 70-26,793.

Culturally disadvantaged underachievers exposed to behavior theory counseling will show greater improvement in grade point average (Hypothesis I), in study habits and attitudes (Hypothesis II), and in self-esteem (Hypothesis III) than those not exposed to it. In addition, the question was posed whether gains, if any, in study habits and attitudes would be maintained during the first marking period of the following academic year.

Culturally disadvantaged junior high school students were identified by use of an adaptation of Hollingshead's socio-economic scale; underachievers were identified by regression techniques. A sample of 84 students was assigned randomly to experimental and control groups.

All subjects were tested twice on the Brown-Holtzman Survey of Study Habits and Attitudes and the Tennessee Self-Concept—February 1968 and May 1968. These scores and the 1967-1968 third and sixth marking periods' grade point averages were subjected to the analysis of covariance. The .05 level of significance was used. A third testing on the Brown-Holtzman Survey was given October 1968, to ascertain whether improvements in the study habits and attitudes of the subjects of the experimental group were maintained.

The subjects of the experimental group were exposed to behavior theory counseling—an anxiety-arousing cue; discussions of class procedures, class participation, and desirable study habits and skills through the use of manipulative, symptom-reducing orientation and reinforcement; the use of contracts. There was a total of nine interviews.

For the experimental group, the cooperation of the teachers and parents was employed. The teachers evaluated the subjects' scholastic and contractual progress.

The subjects of the control group received the schools' usual one interview per underachiever-an anxiety-arousing cue; discussions of class procedures, class participation, and desirable study habits and skills through the use of manipulative orientation.

Six experimental interviews and six control interviews were tape recorded. Three judges evaluated the six experimental verbatim interview.

Unhypothesized relationships of scholastic improvement for subgroups of the sample—sex, grade level, parents' marital status, and mothers' working status—were subjected to the analysis of covariance. Also, the mean grade point averages of the six marking periods for the two groups were compared.

Culturally disadvantaged, underachieving youth exposed to behavior theory counseling showed greater improvement in grade point average study habits and attitudes, and self-esteem than those not exposed to it.

The gains made in study habits and attitudes of the experimental group were maintained.

The judges' ratings of the six experimental verbatim interviews implied that behavior theory counseling had been performed.

The scholastic improvement of the experimental subjects over the control subjects was true for some subgroups of the sample—boys, eight grade, mothers not working. The groups' differences between the means and the grade point averages increased after the beginning of the interviewing.

The teachers evaluated the experimental subjects' fulfillment of contractual agreements as "fair."

The interviews revealed that the subjects had poor study habits and skills.

Conclusions

Behavior theory counseling seemed to help the culturally disadvantaged underachievers to improve in grade point averages, study habits and attitudes, and self-esteem, and to maintain that improvement.

The treatment effect on grade point average for subgroups of the sample held true only for boys, eighth graders, and mothers not working.

A disrupted family—parents separated—did not appear to affect the scholastic progress of the children.

On the whole, the subjects fulfilled the agreements of their contract.

Poor study habits and skills were judged to be a possible cause of underachievement.

169. Bowden, Delbert Anton. Pupil Services for the Inner-City "House" School. Northwestern University, 1971. 101p. 71-30,747.

This descriptive study includes the design for a model program of pupil services for this nation's inner-city schools. Mounting numbers of unemployed high school dropouts demonstrate the faulty transition of our youth from school to work or other socially acceptable pursuits. Inner-city schools are characterized by a high dropout rate, a low average daily attendance rate, and a stress on college preparation curriculum with little opportunity for vocational preparation.

The house plan of school organization has been described as very effective for motivating students to stay in school. In this type of organization, a large comprehensive high school is divided into small sub-divisions, called houses. Students attend most of their classes within the house, and

they become well known by the house faculty and student body. Because the house is part of a large school, however, the students have both the intimacy and encouragement of a small house plus the facilities and varied curricular offerings of a large high school. The body of house literature is thoroughly covered and pupil services within the house plan of school organization are reported in detail.

In this model program, pupil services are offered primarily through guides; homeroom teachers with a reduced teaching load who are free for half of each day to become acquainted with and to help a group of 100 students. A counselor in each house is the pupil services specialist and counselor for students in need of these services.

This model program of pupil services for an inner-city school includes those services recommended by the Chicago Bureau of Pupil Personnel Services and the American School Counselor Association, and which conform to selected regional, state and county guidelines from across the United States. An inspection of the comparisons between the model program and the various guidelines reveals certain differences which reflect consideration of conditions and problems peculiar to the inner-city. Some specific differences touch on pupil appraisal, diagnostic testing, work experience, vocational preparation and transition from school to work.

The concluding discussion includes exploration of some implications for staffing, ability grouping, student motivation, vocational experience and student placement. Recommendations are made for continuing evaluation and experimentation in the field of inner-city pupil services.

Although local Chicago criticisms and guidelines are prominent in the discussions and conclusions of this study, the model program of pupil services has potential utility for any metropolitan area; including inner-city of the United States and the emerging comprehensive state schools of Europe.

170. Hicks, Joyce Patricia Webb. A Study of the Effectiveness of Self-Conceptual Development and Academic Tutoring on the Achievement of Inner-City Youths. The Ohio State University, 1971. 111p. Adviser: Professor Donald P. Sanders. 72-4523.

The purpose of this study was to determine the effects of self-conceptual orientation and academic tutoring on the academic achievement of inner-city youths of Columbus, Ohio. Participants were selected from a group of students who were enrolled in the tutorial program which was conducted by the Neighborhood House in the Wesley Sawyer Manor area.

Each participant was randomly assigned to either the experimental or the control group. The total number of participants in each group was 25. The experimental group was given two treatments: (1) self-conceptual orientation, and (2) academic tutoring. These treatments were administered for one hour (each) per week. The control group was given only academic tutoring for one hour per week.

The self-conceptual orientation treatment consisted of three major elements: (1) the development of a greater awareness and acceptance of self and others through classes in ethnic history, art, literature, and culture; (2) the development of a feeling of self-adequacy which focused on: (a) self-adequacy in terms of academic endeavors, and (b) self-adequacy in terms of personal advancement; (3) the identification of role expectations by providing an atmosphere of "openness" that would allow the participants to become involved in sharing his thoughts, ideas, misconceptions, and feelings regarding his role, with his individual tutor or with members of the Neighborhood House staff.

Academic tutoring was provided in three ways: (1) through assisting the participants with those subject areas in which they were experiencing difficulty; (2) through academic skill building; and (3) through aiding the students in developing educational projects of their particular interest.

Through the cooperation of the staff and tutors of the Neighborhood House Tutorial Program, two instruments were administered to the participants at the beginning of the treatment and the same instruments were administered at the end of the treatment—which was four months later. Since tutorial sessions were held on a one-tutor-one-student ratio, each participant was administered the instruments on an individual basis by his particular tutor.

To measure academic achievement, the California Achievement Test was administered. The Self-Concept and Motivation Inventory was used to measure self-concept.

This study, being exploratory in nature, listed five objectives that it hoped to realize:

Objective 1: To ascertain whether there is any significant difference in the level of academic achievement of the participants enrolled in both the self-conceptual orientation and academic tutoring, and those enrolled in only academic tutoring.

The t test of significance indicated that, statistically, there was no significant difference in the achievement levels of students in either the experimental or the control groups which could be attributed to the treatments. The t value was based on a comparison of the pre- and post-test scores on the California Achievement Test.

Objective 2: To generate hypotheses for further studies utilizing the same or similar variables.

A t test analysis of the pre- and post-test scores on the California Achievement Test and the Self-Concept and Motivation Inventory yielded significant t values, thus, indicating that academic tutoring and self-conceptual orientation did not have a statistically significant effect on the academic achievement of the participants in either the experimental or the control group. Therefore, it was not possible to generate hypothesis based upon the findings of this study.

Objective 3: To gain further knowledge about the self-concept of low-achieving students.

The t test analysis of the scores obtained on the pre- and post-tests of the Self-Concept and Motivation Inventory indicated that there was no significant difference in the self-concept of the participants in either group.

Objective 4: To measure the degree of change in the achievement of both groups of students after four months in the respective program components.

When a comparison was made between the pre- and post-test scores of both groups, the change that had occurred was a decrease in the mean scores and the standard deviations on the post-test.

Objective 5: To assess the effectiveness of each component of the Neighborhood House Tutorial Program.

A t test analysis was conducted on both sets of data which yielded t values that were not statistically significant. This indicates that neither component had a statistically significant effect on the achievement of the participants in the study over a four month period.

171. Norton, William Joseph. The Effects of Certain Counseling and Consultation Techniques on the Developmental Progress of Disadvantaged Children in a Preschool. University of Missouri - Kansas City, 1971. 212p. 72-29,467.

The purpose of the present study was to assess the effects of two methods of assisting the developmental progress of disadvantaged children in a preschool. One method was counseling individually with the children; the other method was group consultation with the mothers of the children. Both methods involved the use of systematic procedures designed to enhance the self-concepts of the children.

The total enrollment of a preschool for disadvantaged children in a suburb of Kansas City, Kansas, comprised the subjects. There were forty-five children, twenty-three boys and twenty-two girls. The children were assigned, using a random table, to three groups of fifteen, two experimental and one control. Boys and girls were assigned separately to result in a proportionate number of either sex in each group.

Experimental group I was exposed to the direct treatment, individual counseling, and experimental group II was exposed to the indirect treatment, consultations with mothers of children in that group. The controls were not exposed to any treatment. Both treatments were given for a ten-week period in the fall of 1970. Each child in experimental group I received ten individual counseling sessions. A systematic method of facilitating the child's verbalization was used with the objective of assisting him to enhance his self-concept. Group consultations were held weekly with the mothers of the children in experimental group II. A didactic-experiential model was used, involving instruction, discussion, application and interaction. The consultation sessions were conducted with the goal of assisting the mothers to engender the development of positive self-concepts in their children.

The effects of the two treatments were assessed by the use of The Preschool Inventory (Caldwell, 1967) and the California Preschool Social Competency Scale (Levine, Elzey & Lewis, 1969). Pre-treatment data were obtained from all subjects and post-treatment data from forty-two of the original sample. Three subjects were lost through attrition; one girl from experimental group I, and one each boy and girl from the control group.

Six null hypotheses were formulated: one for each of the developmental areas of The Preschool Inventory (Personal-Social Responsiveness, Associative Vocabulary, Concept Activation-Numerical, and Concept Activation-Sensory), one for the inventory's assessment of total achievement, and the sixth for the California scale's measurement of social competency. Each null hypothesis contained three sub-hypothesis: two testing the significance of the main effects of the differences between groups and between sexes, and the other testing the interaction between groups by sex. The posttest scores were analyzed for significance using an analysis of covariance, controlling for pre-test scores. The .05 level was designated for significance.

The results of the statistical analysis showed that only one of the F-values was large enough for significance. This pertained to the main effect of the difference between the two sexes on the results of the social competency measurement. The covariance data showed that the significant difference was in favor of the girls in the sample. It was noted that this difference occurred irrespective of treatments.

The finding of the significant difference in the development of social competency could be a reflection of the reported earlier sex-role identification of the girls, the interest in people they acquire prior to boys, and the resultant disposition in girls to be more conforming in social relationships. It may also bear out the reported tendency for boys to be more aggressive at the preschool age.

Although significant differences between groups due to treatment were not obtained, some modest positive movement was observed among the subjects treated. This was also believed to be true regarding the mothers who were consulted.

172. Shelton, Judith E. A Comparison of Selected Personality Variables and the Effectiveness of Counselors Serving Economically Disadvantaged and Economically Advantaged Youth. University of Wyoming, 1971. 165p. 72-13,047.

The purpose of this study was to determine if there were differences in personality characteristics between effective and ineffective male and female counselors serving economically disadvantaged and economically advantaged clients. The results of the study will provide the staff of the Department of Counseling and Guidance at the University of Nebraska at Omaha with data concerning the feasibility of incorporating non-intellectual criteria for selection and retention of graduate students.

A sample of 60 junior and senior public high-school counselors was selected from Cedar Rapids and Council Bluffs, Iowa; Wichita, Kansas; Omaha, Nebraska; and Cheyenne, Wyoming. Included in the sample were 15 male and 15 female counselors who served economically disadvantaged clients.

The 16 PF was selected as the measure of personality. A predicted counselor effectiveness score was determined for each counselor by applying specification equations, derived by the Institute of Personality and Ability Testing (IPAT), to the results of the 16 PF.

A client-report instrument, the Counseling Evaluation Inventory (CEI), was selected to determine students' perceptions of counseling effectiveness. A CEI composite client rating score, derived from seven male counseling clients and determined for each counselor, was the effectiveness criterion.

One 16 PF and seven CEI's were sent to each of the 60 counselors; completed instruments were returned by 52 counselors. When the counselors' composite client rating scores were arranged in an array, the median fell at 605. Counselors whose composite client rating scores fell above 605 were designated as effective, and counselors whose scores fell at or below 604 were designated as ineffective.

The counselors were divided, separately by sex, into four groups: (1) effective counselors serving economically disadvantaged clients, (2) ineffective counselors serving economically disadvantaged clients, (3) effective counselors serving economically advantaged clients, and (4) ineffective counselors serving economically advantaged clients. The means of the 16 factors on the 16 PF for the four groups were compared, separately by sex, by means of a one-way analysis of variance.

The results of the analyses of variance indicated the effective male counselors working with economically disadvantaged clients tended to be more adaptable, emotionally expressive, and less inclined to moralize than effective male counselors working with economically advantaged clients. Male clients from both economic populations rated as effective those male counselors who expressed emotional maturity, competitive qualities, frankness, friendliness, and considerateness of others.

The results of the analyses of variance further indicated that effective female counselors serving both economic populations tended to be more submissive, trusting, and adaptable than ineffective female counselors. Also, female counselors serving economically disadvantaged clients tended to express a tenseness or frustration not evident in female counselors serving economically advantaged clients.

A Pearson product-moment correlation was computed between the counselors' composite CEI client rating scores and their IPAT predicted effectiveness scores. The results indicated a high positive correlation between these two measures of counselor effectiveness ($+ .874$; $p = .01$).

The following conclusions were reached from the results of the study. (1) The personality characteristics of effective counselors were different for men and women. (2) Female counselors serving both economic populations tended to express similar personality characteristics. (3) The personality characteristics which differentiated effective male counselors serving economically advantaged male clients varied only in the intensity or the amount, and not the kind, of the particular characteristic they expressed. (4) The IPAT specification equations, one for each sex and derived from the 16 PF, provided a practical screening device for predicting counselor effectiveness with both economically disadvantaged and economically advantaged junior and senior high-school male clients.

173. De Visser, Louis Antoine Johan Marie. Ethnic Characteristics as Factors in Social Modeling. University of California, Santa Barbara, 1972. 257p. 72-26,829.

This investigation was designed to develop and experimentally test counseling procedures derived from research in social learning which can be used by counselors and educators to assist students in learning how to make plans and decisions more effectively. Specifically, the study attempted to determine the relative effects of ethnic characteristics (Anglo and Mexican-American) of social models, counselors, and students on the acquisition and performance of modeled behaviors. The videotaped decision-making behaviors which the study sought to promote were: (1) surveying possible alternatives; (2) collecting and utilizing relevant information; (3) considering motivational factors; and (4) evaluating probabilities of success. The dependent variables were: (1) recall of the modeled behaviors and ethnic characteristics, (2) frequency and (3) variety of information-seeking activities.

The study was conducted in Fillmore, California. The subjects were eighth grade students who indicated an interest in receiving special counseling regarding their educational and vocational plans. Sixteen active treatment groups (n=4) and two inactive control groups (n = 6) were employed for a total N of 76. Each treatment group consisted of a particular combination of ethnic characteristics, e.g., Anglo social models were presented by Chicano counselors to Anglo subjects. Replication of treatments by different counselors was incorporated in the design. One control group was Anglo; the other, Chicano. Randomization procedures were used to assign all subjects to treatment and control groups. The counselors taking part in the investigation were graduate students in the Counseling Psychology Program at the University of California, Santa Barbara. All social models, counselors, and subjects were males.

The experimental treatment consisted of three consecutive counseling sessions, scheduled one week apart, during which the social modeling procedures were presented and discussed. During the first session, two decision-making steps were demonstrated; the two remaining steps were presented in sessions two and three. A paper-and-pencil questionnaire was administered to all experimental subjects three weeks after the final session to assess accuracy of recall. Immediately following, independent investigators using structured evaluation forms interviewed each experimental and control subject to assess the number and variety of information-seeking behaviors carried out during the experimental period. To evaluate the accuracy of the self-reports, 25% of the protocols were randomly selected for confirmation. Eighty subject responses were confirmed, none invalidated, and thirty-eight were unconfirmable.

Findings:

(1) Anglo and Chicano social models were equally effective in promoting imitative behaviors among observers.

(2) Anglo and Chicano counselors were equally effective in counseling students regarding academic decision-making.

(3) Anglo subjects engaged in a greater frequency and variety of information-seeking activities than did Chicano subjects but this difference did not reach the .05 level of statistical significance. No significant trends for recall were found.

(4) Exposure to models of similar ethnicity to themselves did not significantly affect the extent to which subjects recalled or engaged in the modeled behaviors. However, a trend toward greater eliciting power of ethnic similar models was indicated.

(5) The interaction of ethnic characteristics of counselors and subjects did not significantly effect the extent of the criterion behaviors.

(6) Interaction effects between the ethnicity of models, counselors, and subjects did not attain statistical significance.

(7) Anglo subjects exposed to Anglo models presented by Anglo counselors performed consistently more criterion behaviors than did either Anglo or Chicano controls. Chicano subjects exposed to Anglo models presented by Chicano counselors performed consistently less criterion behaviors than did either Anglo or Chicano controls. No further consistent trends in the comparisons between experimental and control groups were found.

(8) Differences within Anglo or within Chicano counselors did not reach the .05 level of statistical significance except for a differential of .025 for recall in the interaction of the main variables within Anglo counselors.

The findings of this study suggest that ethnic characteristics of social models may affect imitative behaviors of observers, but that this interaction is not present between ethnic characteristics of counselors and clients.

174. Duff, William Arthur. Counseling Disadvantaged Parents in the Home: Measuring Change in Parent Behavior and Its Effect Upon the Child's Scholastic Achievement. University of California, Los Angeles, 1972. 210p. Adviser: Professor A. Garth Sorenson. 72-25,767.

This investigation covered three main areas in an attempt to develop a treatment method for counseling parents of underachieving elementary school students in an economically deprived area. The initial task involved the development of a catalogue of behaviors and strategies that parents could use to enhance the school achievement of their children. This was accomplished by a field survey of workers in many fields related to education and the behavioral sciences together with a survey of the literature in these areas. The second task consisted of the development of a methodology for approaching the parent in the home. The field survey revealed clearly that parents in economically deprived areas tended to avoid coming to the school, therefore it was resolved to carry the instructional sessions into the home. Assertion training was developed to help the interviewers gain entrance to the home and a technique for motivating parental involvement was devised using Blue Chip stamp books as a reward. The third stage in this study consisted of an experiment in which a selected number of behaviors were taught to parents, testing whether such intervention in the home could enhance the scholastic achievement of the under-achieving child.

A panel of ten judges selected the nine behaviors believed to be most effective for use by the parent. Two classrooms were selected at the fifth grade level in an elementary school located in an economically deprived area. Eight pupils were selected from each classroom by the teachers using three criteria for underachievement, and these were assigned randomly to treatment and control groups. The parents of the treatment pupils, eight in all, received home instructional visits. These sessions consisted of two base period interviews followed by four treatment sessions. Measures were recorded before the first visit (classroom scores and teacher-satisfaction), after the base period interviews (classroom scores, teacher-satisfaction and parent charting) and after the final treatment (classroom scores, teacher-satisfaction and parent charting). A follow-up interview was held three months after the completion of treatment to measure parent reaction and to obtain an estimation of behaviors still in use.

The results show gains in almost all measures following treatments. Significance at the .05 level was obtained for classroom scores in English (but not mathematics), for teacher-satisfaction (homework completion only) and for six of the nine behaviors charted by the parents. It is believed that had resources been available for working with a larger sample, significance could have been obtained for additional measures.

This study did not pretent to effect permanent or major change with so limited a series of interventions. A full-scale program would extend throughout the school year with weekly visits, preferably at the first grade level, to teach the parents early how to assist their children. This study achieved its aim in showing that it can be done. Parents can be taught to facilitate the school achievement of underachieving students in an economically deprived area.

175. Eicher, Benjamin Keith. Problem Areas of Black and White Boys and Girls in Sixth Through Eighth Grades. Northern Illinois University, 1972. 246p. 72-22,785.

This study investigated the perceived problems of early adolescents by grade level, by sex, and by race. The group investigated consisted of 2248 subjects in grades six through eight. The intent was to survey the entire 1971 middle school population in Joliet, Illinois—an urban community in northern Illinois. A number of subjects were lost due to errors beyond the control of the author. The entire group was administered the STS Youth Inventory, Form G, constructed by Remmers and Shimberg.

The analyses of the data involved (1) t-test (two-tailed) between grades, between sexes, and between races on the percents feeling an item was a problem, and (2) a three-way analysis of variance using the dimensions of grade level, sex, and race.

The results indicated, in general, that the frequency of report and intensity of problems increased as grade level increased. In general, the females had more problems than the males, and the black students had more problems than the white students.

The results indicated that the major areas of concern for the eighth grade students were those related to future vocational choice and those related to social image. The females were, in general, more concerned than the males about their social image while the males, in general, were more concerned with vocational choice. The black students, in general, were more concerned with school related problems and vocational choice while the white students, in general, were more concerned with their social image.

The two analyses indicated items which were generally related. These similarities appeared across all comparisons for both the frequency of report and average degree of seriousness analyses.

The implications for the administrators, counselors, teachers, and school systems, in general, varied according to their various function. To the school system, the results clearly indicate that the early adolescents of today, especially the males, are concerned about future vocational choice. Therefore, the school system should provide, at the middle school level, a more extensive vocational orientation to accommodate the needs of the early adolescents relating to future vocational choice. For administrators, the results indicate an apparent lack of awareness, on their behalf, of the differences between black and white students in the area of social skills and social interactions. The administrators should

become more aware of the social differences between black and white youngsters and provide an environment in which optimum development may occur. The students apparently see the value of guidance as they indicated they would like help with their problems. These problems consist of concerns of an interpersonal nature, self-centered nature, and of future vocational choice. Therefore, counselors should become more aware of the concerns by the middle school youngsters for these problems and for occupational information. Concerns by both black students and white students were expressed in regard to the lack of organization in the classroom and the playing of favorites by the teacher. It would appear that what the students are looking for in a teacher is a well-organized, unbiased individual. The teacher should provide a learning atmosphere which will allow for the optimum development of both the black and white youngsters. The results of this study also indicate that the STS Youth Inventory, Form G can be used to identify problem areas of adolescents in grades six through eight as well as in the higher grades where it has previously been used.

Recommendations for future research stressed a need for further statistical analyses to explain the significant interactions, a factor analysis to determine areas of concern, construction of an inventory for black adolescents only, and more intense studies with different target groups.

176. Gunanukorn, Sumit. A Rationale for Human Relations Education in An Intercultural Context. The Ohio State University, 1972. 165p. Adviser: Professor Paul R. Klohr. 72-27,017.

This investigation involved both analysis and synthesis, using the philosophical-logical mode of inquiry to generate a new conceptual structure, or model, to serve as a rationale for human relations education in an intercultural context. It was designed to demonstrate middle-range theory development in the field of curriculum.

After delineating the importance of the problem and the need for more adequate guiding principles in the area of human relations and intercultural education, a survey of related literature probed three aspects of the problem —namely, the fallacy of race, cultural stereotypes, and the psychological nature of prejudice. Generalizations were derived from this analysis.

Two models for the redirection of education were then analyzed: the radical deschooling model of Ivan Illich and the social reconstructionist model of Theodore Brameld. Both drew heavily on the substantive content of human relations and intercultural education, and useful generalizations were formulated.

From the analysis of the literature and the critiques of the two models, a new conceptual structure was synthesized. This structure, or model, placed the student in a central position in the teaching-learning matrix. It viewed him as an individual in search of meanings which would help

him become a more fully self-actualizing person. The model assumed a school-community context with the community serving as a learning resources laboratory.

Four large domains of curriculum development operations were then projected in this context: the formulating of appropriate purposes and objectives; the selecting and organizing of curricular content and experiences; implementing the curriculum; and evaluating the curriculum.

In the graphic presentation of the model, four constraining influences, or pressures, were identified as impinging on the individual and the institution involved in finding and testing meanings related to human relations and intercultural understanding: racial fallacies, cultural stereotyping, personal prejudice and institutional regidities.

Since the conceptual structure, or model, was not designed as a blueprint for curriculum development, in order to demonstrate its effectiveness as a guide, four scenarios were developed—one in each of the four domains. Each scenario hypothesized certain conditions and projected possible decision-making operations and courses of action. Specific procedures would, of course, vary with the differing community contexts and the various invididuals and agencies involved. But, the scenario served to project aspects of the necessarily abstract model into field situations to explore its feasibility and to check its validity as a guide for action. The claim is made that it proved to be both feasible and valid, thereby fulfilling the objective of the investigation.

177. Hughes, Frances White. Self-Concept Development in Inner-City Seventh Grade Youth As Affected by The Influence of Community School Counseling on Significant Others. The Catholic University of America, 1972. 250p. 72-22,691.

The primary objective in this study was to determine the extent to which counseling with significant adults(parents) for the purpose of modifying their attitudes, values, and behavior would manifest itself in the self-concept centered attitudes and values of their children after thirteen weeks. A secondary purpose was to determine the effectiveness of the community school (hours from 3 to 9 p.m.) in creating for itself an ancillary role in guidance to enhance and extend the services of the core program (9 a.m. to 3 p.m.).

This is an experimental study which tests a theoretical model for the organization and administration of guidance services advanced by Shaw and Tuell (1964). The subjects were 188 inner-city seventh grade youth from five participating junior high schools in Washington, D.C. Their reading and mathematics performance levels were below the national median for grade 6.9 measured by the Sequential Tests of Educational Progress; their self-concepts were low as measured by the Tennessee Self-Concept Scale. Pretest—posttest gains were determined by the California Test of Personality.

The only direct participation of the subjects in the study was in pretest and posttest sessions for which their parents had given written permission

The actual participants were one volunteering parent to a subject, with parents receiving the counseling and applying, at home, what they learned. Parents were thus enabled to develop greater interpersonal relationships with the subjects.

The counseling was done by teams consisting of counselors, the other pupil personnel specialists usually found on a counseling team, and two reading clinicians, two mathematics educational specialists, and two child-learning difficulties specialists. There were three treatment groups, structured, unstructured (placebo), and control (nontreatment).

The effects of six covariates were eliminated by the analysis of covariance. The resulting F ratios revealed statistically significant differences between groups. A pairwise t (one-tailed) was used to test the significance of the difference between mean gains. The two principal hypotheses were confirmed. One dealt with the probability of statistically significant gains observable in the post-treatment awareness of the subjects in selected self-concept centered personal and social life adjustment techniques. The other dealt with the probability of the greater effectiveness of the structured over the unstructured group process for the thirteen-week period. Also verified was the fact that in the setting provided by a flexible community school program, mortality was kept at a minimum.

178. McGlothian, Sr. Odell. Improving the Guidance Program: Development of Guidelines Through a Description of a Two-Year Effort to Improve Education in an Inner-City Junior High School. Wayne State University, 1972. 243p. Adviser: Robert E. Wurtz. 72-28,465.

In recent years the apparent failure of compensatory education has stimulated the search for new models to improve the education of the disadvantaged who live in the inner-city of the large metropolitan areas of this country, the majority of whom are black youngsters. There is little doubt that guidance (defined as a process of dynamic interpersonal relationship, the goal of which is to assist youngsters to assess their abilities and liabilities, to understand their environment and utilize available resources to make decisions), is an integral part of education. The improvement of education, therefore, involves the improvement of the guidance program.

A review of the literature reveals that there are no guidelines for the counselor-teacher-administrator team to work together at the local school level to improve the guidance program and thereby improve education. The purpose of this study was to develop some guidelines that will be useful to those who are responsible for the education of youngsters.

This study was of a descriptive nature using case study methodology to describe a two-year quasi-action research project to improve education and guidance in an inner-city junior high school. The sources of data, therefore, were (1) factual records of the Curriculum Committee's meetings, (2) the final report of the Curriculum Committee's assessment and evaluation of the educational program at the junior high school used in this study, (3) personal records and notes of the writer, a participant in the project, (4) bulletins and direction from the principal and (5) inventories; (a) teachers' attitude toward the guidance counselors, and (6) students' awareness of the guidances services.

The major Guidelines developed from this study were:

1. An understanding (preferably a written statement) from the principal as to the limits of authority and responsibilities of the leader of the team charged with the responsibility of improving education and guidance.
2. Informal contacts with teachers and other counselors by the leader of the team to serve on a planning committee (or whatever) representative of every department is preferred to a formal appointment by the principal.
3. Informal discussions about problems, consensus in broad and general terms on the goals and objectives of the education and guidance program, and involvement of as many teachers and students as possible are necessary.
4. Effective communication, prompt, accurate, succinct reports of progress, and measurable objectives developed cooperatively by those in the situation, are indispensable in the endeavor to improve education and guidance.

The major conclusion of the writer was that the community must choose carefully a principal who has the personality to create a climate in which cooperative efforts on a common problem can be focused, give the principal the privilege of retaining and recruiting staff, back him up and hold him accountable.

179. Mansfield, Carl Clinton. Black, Mexican-American, and Anglo Graduates' Perceptions of Their Secondary School Counselors. The University of Arizona, 1972. 116p. Adviser: Paul J. Danielson. 72-18,960.

It was the intent of this study to analyze high school graduates' perceptions of the various functions and personal attributes of their secondary school counselors to determine if differences existed among the sub-groups of graduates chosen for the study. The sub-groups were ethnic background (Black, Mexican-American, and Anglo), vocational-educational aspirations (employment-bound and college-bound), socioeconomic status (high, middle, and low), and sex (male and female).

The literature reported considerable variation in the perceptions of counseling services on the part of students. In addition, conflicting statements and results of studies regarding the effectiveness of the counselor in working with minority groups have been published. Speculation was raised as to whether the minorities' dissatisfaction with counseling services was the result of ethnic background or if other factors may be greater contributors to these varying perceptions.

Subjects for the study were selected randomly by ethnic background from lists of 1970 graduates of four high schools in a large Southwestern city. The subjects' responses to a mail survey form provided information by which they were further classified into sub-groups according to sex, socioeconomic status, and vocational-educational aspirations. The survey instrument was designed to obtain relative measures of the sub-groups' perceptions of the functions and of the personal attributes of the counselor as well as their overall perceptions of the counselor. The initial mailing, two follow-up mailings, and telephone contacts with the graduates resulted in a 71 per cent usable return of the survey forms.

Using a general linear model, a 360-40 IBM computer processed and analyzed the data. The data were analyzed by the use of four one-way and three two-way analyses of variance and post-hoc (Scheffe) tests.

Analysis of variance tests of the twenty-one hypotheses resulted in three significant F statistics being found. Post-hoc tests found no individually significant differences in individual pairwise comparisons of all means. The results and free comments of the graduates were summarized by the following statements:

1. Ethnic groups differed in perceptions of the personal attributes of the counselor.

2. The interaction of the ethnic and sex variables resulted in differing perceptions and of the personal attributes and in overall perceptions of the counselor.

3. Within the minority groups studied, males tended to be more positive toward the counselor than did females. However, Anglo females were more positive than Anglo males.

4. While differing more than the perceptions of the functions of the counselor, the graduates' perceptions of the personal attributes were somewhat more positive. The differences appeared to be in the degree of positiveness of perception of the personal attributes.

5. The graduates' comments evidenced conflicting opinions as to what the appropriate functions of the counselor should be.

6. According to their comments, the graduates were not greatly concerned with the ethnic background of their counselors.

On the basis of this study, the following conclusions were made:

1. Since no significant individual sources of variation in the perceptions of the sub-groups were found, and since the differences in perception appeared to be in the degree of positiveness, it was concluded that a multiplicity of factors rather than ethnic background alone was responsible for the differences in perceptions.

2. Students across all sub-groups were dissatisfied with or unaware of the kinds of guidance and counseling services provided them. It appears that the school counselor has done little, or has been ineffective, in solving the dilimma of discrepancies in student-counselor perceptions of counselor function.

3. Graduates said that their counselors were pretty nice fellows, but they did not do much for them.

180. Pinchot, Nancy Krainock. Preferences of Elementary Students and Their Parents for Counselors. The Ohio State University, 1972. 215p. Adviser: Professor Herman J. Peters. 73-11,559.

The problem of this study was divided into two parts. The first part was concerned with ascertaining the relationship between certain characteristics of elementary school students and their preferred counselors. The second part was concerned with ascertaining the relationship between certain characteristics of their parents and their preferred counselors. Variable characteristics treated in this study are: sex, race, cultural background, and personality.

The population was composed of two sample groups---180 sixth-grade elementary school students and 90 of their parents. Both sample groups were composed of the following subgroups: Northern Whites; Afro-American Blacks; and Appalachian Whites.

In collecting research for this study, three instruments were essential. The Student Data Sheet is a two-part questionnaire devised to provide factual information about the student. A video tape and accompanying questionnaires were also employed. The video tape is a composite of six counseling interviews conducted by a cross-section of six different counselor types with the same counselee. Additional accompanying materials included the counselor biography briefs and counselor selection sheets. Finally, the California Test of Personality was employed to measure personal and social adjustment of the students.

The video tape and the counselor selection sheet were presented on one occasion and the California Test of Personality and the Student Data Sheet on another. In this way the students' responses were more accurate in that the situations were not too fatiguing or demanding; nor did they exceed the students' attention span.

Data were statistically analyzed by use of chi-square and/or contingency tables.

Data concerned with selections made by male and female elementary school students for counselors they preferred most and least reported that: (1) with girls, the sex of the counselor is a major variable in the accep-

tance of the counselor, (2) with boys, the sex of the counselor is not a major variable.

In dealing with both boys' and girls' patents, sex of the counselor is a major variable in their selections for most preferred counselor; whereas, it is not a major variable in their selections for least preferred counselor.

Findings indicated that students as well as their parents preferred most counselors of their own particular race. Ironically, these students preferred least the male counselor of their own race; whereas, parents of both races similarly rejected White counselors.

Selections of counselors by the students from various cultural backgrounds indicated the following. Afro-American Black and Appalachian White students preferred most counselors of their own particular cultural background; whereas, Northern White students did not. In selecting the least preferred counselor, the Afro-American Black and Northern White students selected male counselors of their respective cultural background; whereas, the Appalachian White Students did not.

In viewing parental data concerned with this same data and variable, it showed that Afro-American Black and Appalachian White parents preferred most those counselors like themselves in cultural background and preferred least those counselors unlike themselves. Northern White parents preferred most counselors from another cultural background and preferred least counselors from their own cultural background.

The measured student personality characteristics were not related to the types of counselors they selected.

In retrospect, it is theorized that the counselors selected as most preferred by students were most similar to the "mother model" in sex and race. Similarly, the counselors selected as least preferred by the students were most similar to the "father figure" in sex and race.

There is a positive correlation between the presence of a "father figure" in the home and the preference for a male counselor among parental selections. The higher the percentage of "father figures" in the homes, the more a male counselor of their race was preferred. The more matriarchal the subgroup, the more it preferred a female counselor of its race.

It is theorized that a more detailed examination of the empirical data of this study will better enlighten the reader in evaluating its implications.

181. Senour, Maria Neito. The Needs of Mexican-American Elementary School Students and Their Implications for Counselor Preparation. Wayne State University, 1972. 202p. Adviser: William Van Hoose. 73-12,596.

The purpose of this study was to identify the guidance-related needs of Mexican-American elementary school students as perceived by educators in the Southwest. The secondary purpose was to determine how the educators believe the counselor would best meet those needs. Finally, from this data attempts were made to design a program for training counselors to meet the identified needs.

The study's population consisted of 137 educators from five areas of the Southwestern United States. These educators included elementary school teachers, administrators, counselors, counselor trainees, counselor educators and Mexican-American studies professors. The majority of the subjects were themselves Chicano; the remainder possessed experience in working with Chicano students.

A questionnaire was completed by each respondent aimed at determining the needs of the students, the desirable personal characteristics of an effective counselor for these students, the skills, and understandings the counselor should possess and the manner in which the counselor should function in the school. Additionally, personal interviews were conducted with approximately half of the respondents in an effort to gain more information on the topic.

On the basis of the data collected, the following conclusions were drawn:

Educators with expertise in working with Chicano students believe that Mexican-American, elementary school students have some unique needs. Among the most pressing needs identified, three were concerned with self-concept. Respondents felt that Chicano students need to improve their self-concept as students; as members of the Mexican-American culture; and as adequate worthwhile persons. Educational needs such as improvement of reading ability were also seen as being primary, especially by teachers and administrators. The respondents felt that Chicano students need to achieve a positive self-identification with their cultural group. They felt that the students need access to culture-fair tests, to someone in the school with which they can discuss their concerns and finally, they need the presence of staff members in the school who have a thorough understanding of the Mexican-American culture.

The personal characteristics which were viewed as important for an effective counselor of Chicano elementary school students included that he be genuine, non-authoritarian, accepting, that he sincerely care about children and that he be able to relate well with others. These characteristics are, one the whole, no different from those which are considered important for counselors of any group. However, a sizeable minority felt that the counselor should be a Chicano and should identify with the Chicano movement.

The understandings which were seen as important included such traditional knowledge as child development theory, learning psychology and group dynamics. In addition the subjects agreed that the counselor must have a thorough understanding of the Mexican-American culture and its influence on the students.

The respondents indicated that it is nearly as important for the counselor to be able to communicate with the adults affecting the students' lives as it is that he be able to communicate with the students themselves. They also felt that he should be able to give culture-fair tests and to assess the learning and behavior characteristics of children.

Functions generally considered to be traditional for the counselor to perform such as counseling students, were considered important for counselors of Chicanos. There was a greater emphasis on consultation with teachers and parents, however. Counseling of teachers and parents was also considered important functions. In addition, respondents felt that the counselor should make himself available outside of school hours and that he take a leadership role in curriculum development and in-service education for teachers.

This investigation led to the development of a proposed program for training elementary school counselors for work with Chicano students.

182. Taylor, Jr. Porcher L. A Study of the Relationships Between Selected Variables and High and Low Level Counselor Functioning in Cross-Racial Counseling. University of South Carolina, 1972. 161p. 72-25,924.

This study investigated the question of whether several factors, individually and collectively, significantly contributed to the level of functioning of counselors when counseling in cross-racial situations. These factors were:

1. Attitudes toward members of the black/white race.
2. Age of counselor.
3. Total year of teaching experience of counselor.
4. Total years of counseling experience of counselor.
5. Participation of counselor in workshops, seminars, or classes designed to deal with racial relations/problems.
6. Extent of counselor's association and/or social interaction with members of the black/white race.
7. Counselor's evaluation of experiences (associations) with members of the black/white race.

A sample of fifty public school counselors, 31 white and 19 black, from two school districts in Central South Carolina participated in this study to determine the relationship of these seven factors (independent variables) with the level of functioning of counselors in cross-racial situations (dependent variable). Using the Semantic Differential Technique the selected counselors were administered the Attitude Survey of Public School Counselors to measure their attitudes (one of the independent variables) toward four concepts: (1) white people, (2) black people, (3) other people; and (4) myself. The other six independent variables were determined by demographic data provided by the counselors. The level of functioning of counselors in cross-racial situations was determined by their score on the Cross-racial Counseling Tape, as measured by the Carkhuff Client Scales for Measurement of Counseling Dimensions. Once measures had been derived for all variables, the data were subjected to a step wise regression analysis (Computer Program BMDO2R) at the University of South Carolina's computer science center to determine if the independent variables, singularly and collectively, were related to the level of functioning of counselors.

Among both the black and white counselors, experience was the only variable that indicated significant correlation with counselor function. The correlation was in a negative direction and appeared to indicate that the more experience a black or white counselor has the less able he is to function at high levels in cross-racial situations.

In the black sample, the multiple correlation of all the variables was 0.65. Although counselor experience appeared as the only variable that correlated significantly, but negatively, this variable in combination with the attitude variable and the evaluation of association/experience with white people variable had a multiple correlation of 0.63. It appears that counselor experience is related to and contributed significantly to the prediction of counselor function in cross-racial situations in both black and white samples.

Based on the findings several conclusions were determined relative to the question posed in the study. The following conclusions seem justified by the data.

1. There is a negative relationship between the years of counseling experience and the level of functioning of counselors, as determined by ratings on the Carkhuff Client Scales for Measurement of Counselor Dimensions.
2. No significant relationship exists between levels of counselor functioning as measured by procedures developed by Carkhuff and factors listed above, other than counseling experience.
3. The level of functioning of school counselors in cross-racial situations is generally below levels considered to be minimally helpful within the Carkhuff Model. To the extent that this model is considered a valid indicator of counselor effectiveness, one must conclude that the counselors in this study are on the average harmful in their effects upon their counselees.

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